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ABSTRACT

A committee of Oklahoma educators prepared this reading activity guide as an aid for elementary school teachers to improve their students' reading skills. Described for each activity are the objective, necessary materials, and the procedure. For many activities, a variation or variations also are suggested. The activities are arranged in the following categories: alphabet, classification, comprehension, creative writing, dictionary skills, helpful hints, phonics, reading skills, structural analysis, study skills, syllabication, vocabulary, word drill, and miscellany. (TO)

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A Bouquet Of Reading Activities

Pick an Idea

Prepared by
Oklahoma Reading Council
and
Oklahoma Curriculum Improvement Commission
under the auspices of
Oklahoma State Department of Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent

1973

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A BOUQUET OF READING ACTIVITIES

PICK AN IDEA

A Guide for Teachers
to Motivate Students Toward
Improved Reading, K-12

Prepared by
STATE COMMITTEE FOR READING ACTIVITIES
and
MEMBERS OF THE OKLAHOMA READING COUNCIL
under the auspices of
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1973

FOREWORD

A student's ability to read for information and pleasure is a basic instructional goal in all areas of education. Believing that reading comprehension is essential to learning, a committee of Oklahoma educators have planned this reading activity guide as an aid for teachers to improve their students' reading skills.

Our educational program for boys and girls in Oklahoma becomes more effective and is enhanced by the willingness of teachers to share successful techniques and methods used in Oklahoma classrooms.

We are grateful to the many teachers who have shared their successful teaching practices so that other Oklahoma educators may profit from their methods of instruction. This booklet is designed to motivate and excite the beginning reader to pursue further reading for knowledge and enjoyment.

The State Department of Education expresses its deep appreciation to all contributors and members of the editing committee for their efforts in producing this material.

Leslie Fisher
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

This guide was developed by members of the Oklahoma Reading Council and the State Committee for Reading Activities in cooperation with the Oklahoma Curriculum Improvement Commission under the auspices of the Oklahoma State Department of Education.

We wish to extend our sincere appreciation to all who have helped in the preparation of this booklet.

Special recognition is gratefully extended to Mary Jo Jones, Oklahoma City and Jerry Rich, Art Director of Wynnewood High School, for the illustrations.

It would be impossible to mention all of the persons who directly or indirectly assisted in the production of this guide. If, in our list of contributors, we have overlooked someone it was unintentional. We are grateful for every article submitted.

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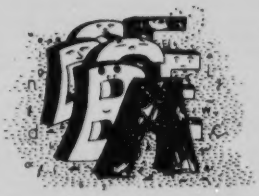

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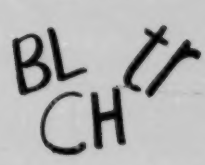

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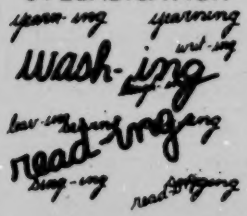

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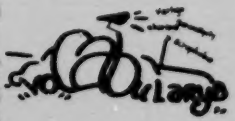

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INTRODUCTION

The learning process need not be unpleasant or monotonous. A game-type activity or a change of pace in teaching style can be an incentive to stir up the imagination and make learning a joyful experience.

Children are unique individuals and learn differently. Therefore, it is important to provide a variety of ideas for meeting the diverse instructional needs of the child. These activities can aid in solving the problems of motivating and helping children gain a feeling of accomplishment in the learning process.

This compilation of descriptions of activities used by teachers in Oklahoma is a tribute to those in the profession who put ideas to work. There is ample evidence that Oklahoma is blessed with many innovative teachers.

Special bouquets must go to those members of the Oklahoma State Department of Education, The Curriculum Section, the Oklahoma Curriculum Improvement Commission and the members of the Oklahoma Reading Council who have expended countless hours to make the ideas available to teachers. Through their efforts, education will become more rewarding and enjoyable to our Nation's children.

Through the sharing of these ideas, it is our hope that children can achieve the goals of the "Right to Read" effort.

Edna Jungers

ALPHABET

A Walk in the Forest

OBJECTIVE: Given pictures and names beginning with the same sound, the child places them on the flannel board to note likeness of sound.

MATERIALS: Decorated flannel board and pictures.

PROCEDURE: The flannel board is decorated like a forest with trees and a path. A child is given a basket with the following types of cut-outs: butterfly, beaver, boulder, bird, baby, bush, ball, bunny, and book. The name of the object is printed on each cut-out. The child takes the correct items found in a forest and places them on the board.

VARIATION: Other cut-outs beginning with other letter-sounds could be used.

Primary

Bag It

Primary

OBJECTIVE: Given pictures with certain initial consonants, children will identify objects which have the same initial sound.

MATERIALS: Bags, pictures, and envelopes.

PROCEDURE: Have children place pictures into bags so that each bag has pictures in it whose first letter matches the first letter of the picture on the bag. For example, the dog would go into the bag that has a doll on the outside.

VARIATION: Blends could be used for beginning sounds.

Beginning Sounds

Primary

OBJECTIVE: Given pages of pictures, the child will be able to choose those which associate with the sound given on an envelope.

MATERIALS: Envelopes, pictures, and scissors.

PROCEDURE: Give each child an envelope which has a beginning consonant sound printed on the outside and pictures from magazines which include pictures of words beginning with the sound on the envelope. Have children cut only those pictures which have the proper beginning sound and place them in the envelope. When finished, the child pronounces the picture words.

VARIATION: Cut pictures and paste them on a page and write the beginning sound under the picture.

First Grade Zoo

Primary

OBJECTIVE: Given small objects and animals, children will identify beginning sounds of letters through touch and sight.

MATERIALS: Plastic letters and small plastic animals or objects whose name begins with the letters.

PROCEDURE: Place the animal and objects around the room. Have children match the letters with the beginning sounds of the animals and objects. The procedure can be reversed by having the child match the animals with the correct letter.

Fishing for Letters

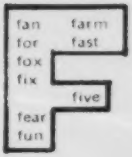
Kindergarten
—
First

OBJECTIVE: Given letters of the alphabet on flash cards resembling "fish", the student will identify any letter in the alphabet.

MATERIALS: Small cards upon which the letter has been printed. A pole with a string on it and a paper clip on the string.

PROCEDURE: The child will come to the "fishin' hole", pick up the pole and dangle the string in the box in which the letters have been placed. The teacher or helper will place a letter on the paper clip. If the child can recognize the letter and tell its name, he gets to keep the "fish." If not, he has to put it back into the box after he has been told the name.

Giant Letter



Primary

OBJECTIVE: Given a giant letter as an initial sound, children will write words with similar initial consonants.

MATERIALS: A large letter (14 inches) cut from construction paper for each team and a pencil for each player.

PROCEDURE: A number of horizontal lines on which children are to write words are drawn on each letter. Each team is given a similar letter, for example F. Each player writes on his team's "giant letter," a word beginning with F. The team with the largest number of words is the winner. Words should be correctly spelled or no credit is given for that word.

VARIATION: Children could write words on their own individual letters. They could make "giant letters" with which their first and last name begin and write words on them beginning with those letters.

Guess Who

Primary

OBJECTIVE: Given visual instructions, students will respond to a predetermined set of instuctions.

MATERIALS: Overhead projector, screen, transparencies, and a marker.

PROCEDURE: Write instructions on transparencies that are personal in nature for members of the class. The following are some examples; Brian, give me a blue book. Sandra, find a flower and give it to Jane. Every child is given something to do or answer. Children enjoy seeing their names on the screen.

VARIATION: Colors, numerals, phonics, alphabet, and directional work such as left-right, up-down, over-under, etc. could be included.

I Went to the Store

Primary

OBJECTIVE: By following the alphabet, children will be able to repeat a series of sentences in the correct sequence and add a word to the sequence which would begin with the next letter in the alphabet.

MATERIALS: None

PROCEDURE: The lesson begins with the teacher saying, "I went to the store to buy an airplane." The first child repeats and adds an object beginning with b, by saying, "I went to the store to buy an airplane and a boat." The second child repeats this sentence and adds a third object beginning with c. This continues until no one can repeat the sequence.

VARIATION: Add descriptive words such as: "I went to the store to buy another apple, a blue boat, a chocolate cookie, etc."

Timbuktu

Primary

OBJECTIVE: Children will give words beginning with a teacher selected sound.

PROCEDURE: The teacher selects a consonant letter for which the children know the sound. She says, "I am going to Timbuktu and will take a word beginning like monkey." Each player takes a turn. If the student names a word beginning with the emphasized sound, he gets in line to go to Timbuktu.

VARIATION: Use beginning blends.

Petal

A Token For the Fair

OBJECTIVE: Given chips as a reward, children will be motivated to perform more effectivelv so they may be able to participate in reading activities.

MATERIALS: Milk cartons and tokens.

PROCEDURE: Have children design and decorate banks from milk cartons. Give tokens for various efforts (work papers, projects, oral reading, etc.) Plan a carnival where the tokens will be used to participate in reading games.

Primary

CLASSIFICATION

Big, Bigger, Biggest

First - Third and Remedial

OBJECTIVE: Given dittoed sheets, students learn comparative words. To teach concept of big, bigger, biggest and small, smaller, smallest; to strengthen ability to follow printed directions.

MATERIALS: Bill Martin SOUNDS OF NUMBERS, dittoed sheets as described below.

PROCEDURE: Children read and discuss story WHAT IS BIG in the SOUNDS OF NUMBERS book; teacher illustrates concepts by comparing size of children, etc; children follow a printed set of directions such as these: (1) color the biggest dinosaur green, (2) color the bigger dinosaur purple, (3) color the big dinosaur red, (4) cut out all the dinosaurs, (5) paste the big on top of the bigger and the bigger on top of the biggest, (6) write BIG, BIGGER, and BIGGEST on the dinosaurs. (If children paste the dinosaurs on the top of each other they can write on the diosaurs.)

VARIATION: The same type of activity can be used with a ladybug, worm, or another small creature to illustrate small, smaller, and smallest. The children can also create their own creatures using the same procedure.

Intermediate

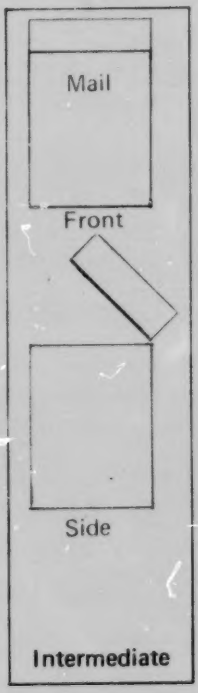
Categorical Game

OBJECTIVE: Given encyclopedias, and other appropriate books, the students will be encouraged to locate various categories and find words to fit these categories.

MATERIALS: Pupils select a category. Find questions and answers from encyclopedias or textbooks. Write three or four questions on one side of card, answers on the other. Categories may be such as animals, history, baseball, science, capitals, sports, nature, foods, geography, famous people, places and things, books, inventions, and astronomy.

PROCEDURE: Divide the class evenly, numbering off each side. They will be in couples. Number one from "A" side and number one from "B" side will be couple number one. A leader and a helper are necessary. The leader sits at the desk with the questions arranged in categories. The helper stands at the chalkboard. He calls couple number one. The couple may select $80, $90, or $100 for each question. When they have finished, the helper puts the amount of correct answers on the chalkboard. Example: No. 1 $170, No. 2 $270. After all couples have participated, the couples winning the most come to the front. The teacher gives a difficult question - the couple answering correctly wins a grand total of $15,000. (make believe) If no one wins, the prize is put in the vault until next time.

Classifying Mailboxes



OBJECTIVE: Given words of various categories, children will be able to address a card and place it in the proper box.

MATERIALS: Three shoe boxes, construction paper, 3 X 5 cards.

PROCEDURE: Glue the lids on three shoe boxes. Turn upright , cut a diagonal "flip top" on each. Cover with red and blue construction paper with white letters reading, "Mailbox" on each. Label them "Animals", "People", and "Foods." Give children cards with the name from the categories on one side. Have children address the cards and classify them in the appropriate box.

Example: Oleomargarine

Mrs. Oleo Margarine
22 Butter Street
Dairy, Wisconsin

VARIATION: Have the children write letters to mail to Mr. Farmer, Miss Turnip, Uncle Pete, Mr. Bear, Mrs. Bread, Baby Cat, and others. Place these in the proper boxes.

Crazy Phrases

OBJECTIVE: Given both figurative phrases and their meanings, the children will correctly identify and match the two sets of cards.

MATERIALS: Two sets of cards, the figurative phrases written in red -- the meanings in blue.

Part 1.

all washed up--finished

Intermediate

in the doghouse-in trouble
fit to be tied--very upset
just monkeying around--wasting time
a bird's-eye view--seen from above
a fishy story--hard to believe
turn into an iceberg--get very cold
caught his eye-caused him to look
tickled pink--very pleased
face the music--take what he deserves
frog in his throat -- hoarse, scratchy voice
get cold feet-change your mind
out of this world--very good
don't see eye to eye--disagree
like a bull in a china shop--very clumsy person
up in the air--undecided
like a duck out of water--very much out of place

Part 2.
as easy as--pie
as ugly as a--witch
as stubborn as a--mule
as sly as a--fox
as pale as a--ghost
as slow as a--turtle
as cool as a--cucumber
as quiet as a--mouse
as gentle as a--lamb
as warm as--toast
as hungry as a--bear
as smooth as--silk
as busy as a--bee
as soft as a--cloud
as strong as an--ox
as weak as a--kitten
as cute as a--button

PROCEDURE: The object of thegame is to match the two sets correctly. The game has two parts. One or two students may work with each part. When both parts are completed, they are to be exchanged and checked.

Jeopardy

OBJECTIVE: Given specific categories into which items belong, the student will learn classifying, main idea, word meanings, and other reading skills.

MATERIALS: Pocket chart and cards.

PROCEDURE: This game may be played for individual student points or for team points. A pocket chart is needed with four strips running across the chart to hold the cards used. The chart should be wide enough for about four categories. The categories may be fastened on the chart with Plastic Tac so they may be changed when desired. They may include: who did it, to whom was something done, cause or result, word usage or meaning, main idea of a given paragraph, or details leading to main idea. Anyone using this may think of other categories they wish to use. The students read the selection silently before playing the game. Cards are made with the questions and matching cards with the answers. The game may be played using either the questions or the answer. The student picks a category and chooses a card under that category. The question is read. If the student answers the question correctly, he keeps the card; if not, the card is replaced. Each question will represent a given number of points; such as cards on line one equal five points; line two, ten points; line three, fifteen points; and line four, twenty points. when all questions nave been answered or time is up, the points are totaled to determine the winner. This encourages more careful reading.

Elementary

Jeopardy

Catagories	Who did it?	Cause	To Whom was it done?	Which meaning used?
	1 5 pts	1 5	1 5	1 5
	pockets			
	2 10	2 10	2 10	2 10
	3 15	3 15	3 15	3 15
	4 20	4 20	4 20	4 20

Learning Sight Words by Classification

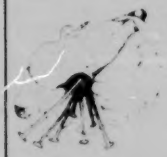
OBJECTIVE: Given vocabulary words selected randomly from an envelope, the children will place them under the appropriate classification.

MATERIALS: Words printed on 3 x 5 index cards, poster with two headings printed on it (Pets, Toys).

PROCEDURE: Have children take turns placing their words under the appropriate heading.

COMPREHENSION

Beanbag Comprehension



Third-
Sixth

OBJECTIVE: Given the task of selecting questions and correct answers from any text, the students will develop better comprehension.

MATERIALS: Paper, pencil, beanbag and wastebasket.

PROCEDURE: Divide students into groups and have each group make up a list of questions about the story just read. Place the wastebasket about 10' in front of a line drawn for the children to stand behind to throw the beanbab. If the beanbag goes into the wastebasket, they get to ask the other group a question. They get one point for asking the question and the answering group gets one point for a correct answer. If they fail to answer correctly, the asking group gets another point. Groups take turns throwing the beanbag into the wastebasket and asking questions.

VARIATIONN: Good for social studies or for review of basic facts in math.

Encyclopedia Practice

Intermediate

OBJECTIVE: Given pictures with questions and encyclopedias the student will find the answers to the questions.

MATERIALS: File cards with pictures from magazines, questions on the back of the cards, and encyclopedias.

PROCEDURE: A file should be made with cards having a picture on one side and a question on the other side. Each card should be numbered. Another file should be kept with an answer key. Have children look for the answers in the encyclopedia and check their answers with the key.

Follow the Instructor

Elementary

OBJECTIVE: Given oral instructions, students will satisfactorily gain critical listening as a skill.

PROCEDURE: A number of instructor sheets are made prior to the game. Some can be made more difficult by the use of colors or symbols such as x's or circles in the squares. Two students are placed in each group. One is selected as instructor; the other is given the blank sheet of squares. The instructor does not allow his partner to see the instructor sheet and gives him instructions as to which squares to color or darken. (1) The instructor says such things as, "Darken the square that is two over to the right." (2) "Darken the square that is two over and one down." The students then see if the two papers match. If not, they try to figure out what went wrong. Reverse instructors with a new instructor sheet.

Glistening Listeners

(How Many Syllables)

OBJECTIVE: Given practice in listening for the number of syllables in a word, students will identify the correct number.

PROCEDURE: The leader pronounces a word. The players indicate how many syllables they heard as they listened to the word. If there are several players, the leader may prefer to call on the individual players for the responses. Teams could be formed if more competition seems desirable. Players could write the number of syllables heard. Avoid using too many one-syllable words. Stress correct pronunciation.

NOTE: If the hand is placed below the chin when pronouncing words, one can determine the number of syllables by the number of times the chin hits the hand. Try this!

Elementary

Improving Reading Comprehension

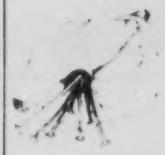
OBJECTIVE: Given pictures with sentences on the back, some correct in detail, others incorrect, students will learn careful attention to detail, thus improving reading comprehension.

PROCEDURE: Find colorful, appealing pictures from magazines that are appropriate for the age group being considered. Mount the pictures. Construct a number of sentences having some state a fact which does correspond with the picture and some in which a very small detail does not correspond correctly with the picture. The children read critically to determine which sentences fit the picture. Using sentences with humor makes the activity more enjoyable. This can be made self-correcting by a code system on the back. However, discussing the sentences with the child strengthens his reasoning ability.

NOTE: Using different color paper for backing each set of pictures and sentences is an aid in keeping each exercise separate.

Primary

Listening



Kindergarten
–
Primary

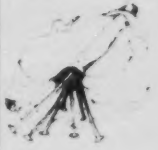
OBJECTIVE: Given a purpose to develop auditory discrimination, the child will be able to determine missing sounds.

MATERIALS: Tape recorder and pictures cut from magaziness.

PROCEDURE: Before classtime, tape several sounds originating in a familiar environment, such as the home. Sounds of the home, for example, are divided into sounds heard in the kitchen, the bathroom, the garage, etc. First the child sees a picture of a kitchen and hears a mixture of sounds heard in the kitchen. Then the picture disappears and only one sound remains sizzling. What can it be? After a pause to allow guesses from the class, another picture appears--bacon sizzling in a pan. Each sound is heard in turn and followed by its visual clue. Now the picture of the kitchen is seen again, but the sound track is different. Some sounds are missing.

VARIATION: One could tape sounds in the country, the city, in stores, of fun, or sounds of work.

Listening Corner



Primary

OBJECTIVE: Given select stories, phonics exercises and other listening activities, students will become proficient in comprehension and more critical listening.

MATERIALS: Tape recorder and prerecorded tapes of poetry, short stories, brain teasers, riddles, or phonics exercises.

PROCEDURE: Have a listening corner so the children can listen to the tape recorder. The teacher directs the child to use the earphones, and to follow her as she reads the pre-taped stories. This will aid the slow student to read at the teacher's rate.

VARIATION: The children could record their own voices when reading and then listen to their own tape. This would encourage them to evaluate their own recording.

Name the Character

Any Level

OBJECTIVE: Given an opportunity to ask questions, children will be able to identify characters from the stories read.

MATERIALS: Cardboard, ink, and pins.

PROCEDURE: Students should write the names of characters from the stories read. Pin a card on the back of each student without their knowing what was written on the card. When each person gets his turn, he will ask questions to lead to identifying the name written on his card. He has the opportunity to ask only ten questions.

VARIATION: Titles of stories can be used rather than names of characters.

Name the Word Game

Elementary

OBJECTIVES: Given specific clues, the students can correctly guess certain predetermined vocabulary words.

SKILLS:
Listening (if taped)
Sequence of instruction
Word recognition
Classification
Skimming
Spelling

MATERIALS: Clues for playing the game:
1. Page number or paragraph where word is found.
2. Initial letter of word and the number of letters following.
3. Meaning clue.
(If using tapes, give directions for stopping tape after completion of

clue to allow time to find the answer and write it on paper. Direct student to then start the tape in order to check his response. If he responds incorrectly, he should re-play the clues for clarification of the correct answer.)

PROCEDURE: (Chapter)..example page _____

1. -y and three letters, shows ownership. Key--your hock, your shoulder
2. -d and three letters, slang--means "likes very much." Key--digs,
3. -p and five letter, means opposite of private. Key--public
4. -i and two letters, contraction that sounds like pronoun its. Key--it's
5. -w and four letters, means damage or demolish. Key--wreck Or, noun form - broken ruins.

Puff the Magic Dragon

First

OBJECTIVE: Given color words to identify, the student will remember these words through auditory association.

MATERIALS: Large "Puff the Dragon" (made of oil cloth 6 feet tall), color puffs, and music to "Puff the Magic Dragon" (tune).

PROCEDURE: Make large dragon "Puff", put his magic puffs above his head (song attached explains). Magic puffs of smoke should display color word. Learn new words as student learns verses to the song. Use music to "Puff the Magic Dragon."

VARIATION: (The bulletin board dragon can be used for other activities (science-dinosours), (flintstone - Dino), (math - Puff sets).

"PUFF THE MAGIC DRAGON"

("Oh" is optional)

Chorus I - Puff the Magic Dragon lived by the sea.
He frolicked with the boys and girls
As proud as he could be.
Oh.....

Chorus II - He taught them every color from red to shiny blue,
Green and yellow, orange, brown.
You can learn them too.
Oh.....

Chorus III - Puff the magic dragon, He blows and blows and blows.
He almost stands on his tip toes
As smoke comes through his nose.
Oh.....

He huffed and puffed a cloud of smoke
It rose above his head. R-E-D was on the puff.
We know this puff is red.
Oh.....

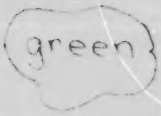
Sing Chorus I

He huffed and puffed for you and me
A color like the sea.
The puff he made was shiny blue
It's spelled B-L-U-E.
Oh.....

Sing Chorus III

He began to puff some yellow, yellow like the sun.
Y-E-L-L-O-W
he spelled it just for fun.....
Oh.....

Sing Chorus I



G-R-E-E-N, A great big puff of green.
Puff the dragon stepped inside
and then could not be seen.
Oh.....

Sing Chorus II

Next he made some orange
It begins with "O"
Orange comes from yellow and red
Now look at all you know.
Oh.....

Sing Chorus IV

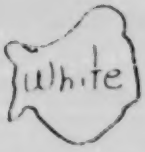
Chorus IV-Puff's taught most every color
from red to shiny blue.....
green and yellow, Now for brown
We will learn it too!
Oh.....

He puffed a puff of brown.
and lived without a frown
B-R-O-W-N spells brown.....
Now puffs are up and down
Oh.....

Sing Chorus I

Puff puffed a puff of purple.
It rhymes with maple syruple
There's some magic in each puff
Purple syruple's sticky stuff!
Oh.....

Sing Chorus III



He puffed again with all his might
And puffed a puff of white.
Like the clouds high in the sky.....
All billowy and brite!
Oh.....

Sing Chorus I

THE END (finaily)

Record Reading Sessions

All Grades

OBJECTIVE: By taping children without their knowledge of being taped, the teacher is given an opportunity to listen more closely to children.

MATERIALS: Cassette Recorder

PROCEDURE: With the cassette not in view of children, record them as they read. This way the teacher can replay the tape without embarassing a child with a reading difficulty and take note of reading deficiencies.

Tapes of Enrichment

Elementary

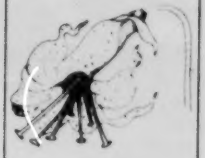
OBJECTIVE: Given materials in magazines children will be encouraged to appreciate content beyond their normal reading ability.

MATERIALS: Magazines, such as Ranger Rick, Young World, Children's Activities, Jack and Jill, etc.

PROCEDURE: Prepare cassette tapes of current stories and articles taken from popular children's magazines. Put the tape and the magazine in the colored expandable folder. Let the children check out these materials from the library or reading center. Even though a child cannot always read the magazines, he can enjoy the contents each month in this new manner.

VARIATION: Better readers can help with the taping of the stories, thus promoting "audience performance" from the more able readers.

Taped Reading Lessons



First and Second

OBJECTIVE: Given teacher-prepared tapes of selected stories, the students will increase eye movement for more meaningful reading, be encouraged to use better expression, and become more proficient in comprehension and critical listening.

MATERIALS: Tape recorder, prerecorded tapes, and books.

PROCEDURE: A story from a book is put on tape by the teacher. Children (using earphones) follow along in their books listening and reading silently with the teacher. At first a pencil tapped on a desk signals the turn of a page. Later, or for more advanced students, no tapping of the pencil is needed.

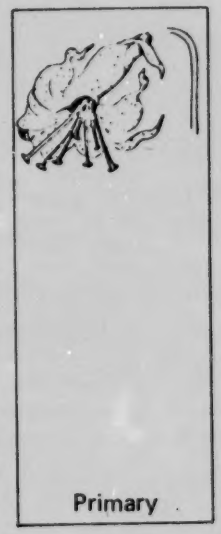
What Did I Do and Who Am I?

OBJECTIVE: Given the helpful hints and actual clues, the students will determine the right characters and scenes portrayed.

MATERIALS: Story read

PROCEDURE: Give selected children different parts of the reading story. They use sentences and parts of the story to encourage the rest of the class to guess what character is being portrayed and what are the details of the particular scene being described.

What Do You Hear?



OBJECTIVE: Given a variety of taped sounds, young students will associate sound with correct symbol or concept.

MATERIALS: A tape recorder, pencils, and paper.

PROCEDURE: The teacher prepares before the class session familiar sounds on a tape recorder, such as a bell, a car's horn, a buzzer, the wind, glass breaking, etc. The teacher plays each sound separately and may have to repeat several times. The children write the "sound" or the object making the sound on a piece of paper.

VARIATION: Animal sounds may be recorded, such as a cow's moo, a dog's bark, and a cat's meow, or a horse's whinny. The children would write the name of the animal.

First
—
Second

Word Chain

OBJECTIVE: Given a series of unidentified sounds, students will be taught awareness and written expression of imaginative impressions.

MATERIALS: Tape recorder and casette on which teacher has recorded one minute to one-and-a-half minute units of sound (car starting, reving engine, pulling out, crunching gravel, horn sounding, brakes).

PROCEDURE: Prepare the class by saying, "The sounds you are about to hear are purposely unidentified. There are five (or however many) units of sound on this casette. Each unit of sound lasts from ½ to 1½ minutes. There is a pause between each unit of sound, so you will know when one unit ends and the next begins. Write No. 1 at the top of your paper, and then as you listen to a sound, write whatever image or thought comes to your mind. Don't worry about word choice, spelling, or punctuation. Just get it down as quickly as possible. When the pause occurs, write a No. 2 on your paper and be prepared to record your impressions once more on the next sound."

After the student has listened to all the sounds recorded, collect the papers. Go through them, being careful to take at least one word, phrase, clause, or sentence from each student's paper. Incorporate your students' impressions into a class poem.

VARIATION: The poems that come from this group effort may be used effectively as a choral reading with the taped sound playing in the background.

CREATIVE WRITING

All About Me

Intermediate
–
Middle School

OBJECTIVE: Given an uncompleted sentence daily, the child will be able to express his feelings.

MATERIALS: Phrases, paper, and pencil.

PROCEDURE: Each morning give the child a phrase which he should complete by writing a sentence or a short story to express his feelings. This gives the child the opportunity to relate to others. It will also give the teacher the opportunity to help the child if there seems to be a need.

The following are a few example phrases that one could use:

I can't understand why _____
I'd rather write than _____
My idea of a good book _____
My idea of a good time _____
People think I _____
I am proud of myself when _____
I wish my parents _____
I need help _____
When I finish school _____
If I had a choice, I _____
My biggest wish is _____

Book Reports That Expand the Mind

Elementary

OBJECTIVE: Given the opportunity to write imaginatively, students will better understand the era in which the author lived.

MATERIALS: Biographies such as Columbus, Marco Polo, George Washington, Lewis and Clark, Ponce de Leon, and Magellan.

PROCEDURE: Each pupil is instructed as follows: Write a paragraph pretending to be one of the persons on an adventrue with one of the famous people in history. Tell what you saw and heard. Include conversations in which you use quotation marks. For example, you could pretend that you were one of the sailors with Columbus when he discovered America.

Cat on the Screen

Primary

OBJECTIVE: Given an overhead projector, students will share original drawings with appropriate script to accompany art.

MATERIALS: Overhead Projector, Art Paper, Tape Recorder (speaker Monitor)

PROCEDURE: This is an idea the children will love. Make a line drawing of a cat, or some similar animal. Let children draw original pictures on the overhead and furnish appropriate script to accompany it. Use tape recorder with speaker monitor so all may share.

Finish the Story

Intermediate

OBJECTIVE: Given three chances, youngsters will successfully write beginnings, middles, and conclusions to original stories.

MATERIALS: Pencil, paper, and the children's imagination.

PROCEDURE: Have each child write the beginning of a story. Then pass their papers to someone else. Have them write a middle part to the story they have at the present time. Pass the papers again. Have the children write a conclusion for the story. Have a discussion about other ideas for each story.

Imaginary Animal

Primary

OBJECTIVE: Given a paper with dots, the child will be able to draw an imaginary animal from which he will write a story to tell about the animal.

MATERIALS: Paper, pencil, and crayons.

PROCEDURE: Ask the child to place seventeen dots at random on a page and do as follows; Connect the dots. Place an eye and a mouth on the "animal." Color if desire. Make up an imaginary home for the creature. Develop an encyclopedia type article about the animal and tell about its habits. Read the article and display in the room.

Any level

Indian Sand Painting

OBJECTIVE: Given an incentive to create Indian art, the students will experience enrichment.

MATERIALS: Cornmeal, food coloring, heavy paper, glue.

PROCEDURE: Color cornmeal and put different colors in separate dishes. Students are instructed to draw a design on paper. Put glue on an area, shake cornmeal over glue, and pour excess back into dishes. Cover the entire paper in this manner. When the picture is completed the following creative writing lesson can be used. Write a story telling why your Indian made this design.

Sixth
—
Twelve

Lines of Literature

OBJECTIVE: Given inspiration and examples by the teacher, students will produce literary styles and techniques in booklet form.

MATERIALS: Paper, pen, colored pencils or crayons, construction paper, staples, glue, and scissors.

PROCEDURE: The teacher furnishes ideas for composing individual literature booklets and meanings for the following:

Limericks	Alliterations
Idioms	Tales
Tankas	Unscramblings
Epigrams	Rhymes
Rebuses	Epics

Students should write about and illustrate the above.

Other types of literature and poetic form are:

1. Couplet
2. Triplet
3. Quatrain
4. Five-line verse (not a limerick)
5. Sextet
6. Septet
7. Octet
8. Diamante
9. Fable
10. Myth
11. Biography
12. Fantasy
13. Prose
14. Bible stories
15. Legend
16. Simile
17. Mysteries
18. Fairy and Folk Tales
19. Historical
20. Word imagery

VARIATION: Activities stimulate the creating and illustrating of personal compositions plus reading those written by others.

Sixth
–
Twelve

Newspaper Stories

OBJECTIVE: Given the daily newspaper classified ad section, students will be encouraged to do creative writing and will learn word mastery.

MATERIALS: Classified ads section of newspaper.

PROCEDURE: Ask students to select some ad and write the story behind this ad, using their own imagination. Such writing can tell what the student thinks of other people and the world about him.

VARIATION: Instead of ads, pictures (without the story) from newspapers can be used.

Intermediate

Intermediate

Our Own Book

OBJECTIVE: Given the opportunity to hear a story, the child will be able to rewrite the story and make his own book.

MATERIALS: Stories, materials to make a book, and dictionaries.

PROCEDURE: Read a particular form of literature to the students. Give them the opportunity to write this story in their own way. Give no help on words, but allow them to use the dictionary. Type the story and have the children make covers for their stories. This will be the beginning of a new library.

VARIATION: The teacher could eliminate the ending of the story and have each child end the story in his own way.

Intermediate

Puppet Play

OBJECTIVE: Given a title such as "The Big Black Dog," students will write, direct, make the puppets and complete all tasks for performance.

MATERIALS: "The Big Black Dog," by Natalie Savage Carlson.

PROCEDURE: Let a group of students good at interpreting and writing write the puppet play; another group of students good in art do the scenery and still other students do the stage work. Next come the rehearsals and then it is ready to present. Coordinate the Language Arts by having the students write invitations to invited guests. Then present the play at the appointed hour.

Students always like to keep a duplicated copy of the play that has been made into a little book -- cover and all.

Much value of this project lies in the necessary planning and cooperation on the part of the students to complete and execute a production of this nature.

Sequence Fun

Primary

OBJECTIVE: Given a chance to use their own activities as a springboard, students will learn sequence of events.

MATERIALS: Paper and crayons or paints.

PROCEDURE: Pupils are asked, "What did you do that was fun yesterday?" The next instruction is: "Write about it in your own words and draw the events in pictures just as they happened to you." Fold the paper and number the picture stories 1, 2, 3, 4, etc.

VARIATION: Events could be timed. Example: What did you do at 6:00 o'clock, 7:00 o'clock, etc. Make pictures of these sequential events.

Spinning a Yarn

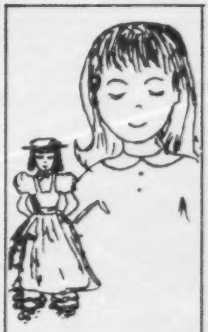
Second
—
Sixth

OBJECTIVE: Given a piece of yarn, the student will continue telling a story until he has reached the end of the yarn.

MATERIALS: One piece of yarn about 36" in length.

PROCEDURE: Following an introduction on storytelling (things that make stories exciting) pass yarn to the students to see how long one's "yarn" or story will be. The child stretches the yarn out with his fingers as he "spins his yarn." When the yarn is fully stretched out, he must stop and he passes it on to the next person. (He can stop before.)

VARIATION: There can be further discussion or research into storytelling. How long is a story? Where did the saying "Spinning a Yarn" originate? Why?



Second
—
Sixth

Stories Come Alive

OBJECTIVE: Given the main idea or character presented in a book, the student fashions the written story in similar shape.

MATERIALS: Colored construction paper, writing paper, scissors, and pencils.

PROCEDURE: Have each child choose a book he would like to share with others. Think about the main character or the idea about which the book was written. Have the child sketch the outline of that character or idea on the construction paper (very large). Cut out the inside of the shape. Fasten writing paper to back of construction paper. Child then writes his story summary on the paper, in the shape of the main idea.

VARIATION: Teacher can type the child's story after he writes it.

Low Second
—
Third

Story Writing for Oral Reading

OBJECTIVE: Given a vicarious experience, students will be willing to write thoughts for original stories.

MATERIALS: Paper strips, writing pen

PROCEDURE: Take a field trip of any kind. Return back to classroom and discuss words needed to write a story about the field trip. Write words on paper strips and place around the room. Then the children write stories using these words. Children read their own story to the teacher or class. Students will then know the words. Leave words displayed in the room. Review them occasionally. These words will become sight words. For the top group, these words may be used as spelling words. Keep all stories for students to make books.

Tall Tales

Fifth
–
Upper Reading

OBJECTIVE: Given an opportunity to put personal exaggeration to use, students will creatively imagine characters to portray their "tall tales."

MATERIALS: Newspaper, paste, writing paper, pencil, paint.

PROCEDURE: After reading and discussing a unit on exaggeration and tall tales, have the class write its own tale. Encourage them to use a completely new idea. After the tale is written, have the pupil attempt to picture his main character. Then have him form a paper mache figure of the character, forming the features, etc. After painting the characters the students use them when reading their tall tales.

VARIATION: Writing the tall tale encourages imagination. This is also a good way to learn about writing quotations and paragraph formation.

The Daily Newspaper

Kindergarten

OBJECTIVE: Given the opportunity to contribute, students will evaluate the day's activities.

MATERIALS: Experience chart paper and felt tip pens.

PROCEDURE: Near the end of the day, evaluate the day and find something to say about what has happened. As the thoughts are drawn together, have the children dictate what to write. The first ideas may be no more than, "It rained today." Encourage students to make significant suggestions.

Primary
or
Intermediate

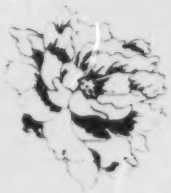
Writing a Book

OBJECTIVE: Given pictures taken of the children at work, they will be able to write books about happenings in their school.

MATERIALS: Camera, typewriter, paper, pictures

PROCEDURE: Have pictures taken of interesting activities in the schoolroom. This could include such things as reading activities, dramatizations, projects, etc. At the same time, children should write creative stories about the happenings. When the pictures are developed, assemble a book, placing the pictures in the appropriate places with the children's stories. The title page should list the names of the children as authors.

VARIATION: For younger children who cannot write their own stories, the teacher could type remarks made by the children while doing the activities.



Primary
or
Remedial

Writing an Original Story

OBJECTIVE: Given an opportunity to contribute to a story, the slow reader will have a feeling of accomplishment because he can read the story and fully comprehend as well as others in the classroom.

MATERIALS: Overhead projector, transparency, felt-tip pen.

PROCEDURE: The activity of writing a story is first done by the class as the teacher takes their dictation on the overhead projector. Let the children take turns dictating. Many children may not be able to write what they think as their penmanship or spelling skills may be weak. Reproduce this story by ditto and give all children a copy.

VARIATION: After working together on a story, each child might want to tell his own story. The children's individual stories might be assembled into a 'book' for all members to have a copy.

DICTIONARY SKILLS

Brainstorming

OBJECTIVES: Given an opportunity for small group activity, students will follow printed directions applying their knowledge of dictionary skills to answer questions related to a specific story.

MATERIALS: Dictionaries, textbooks, written directions

PROCEDURE: Direct students to read silently an assigned story. The story can be taped if all are not able to read it independently.
Divide into "buzz session" groups. Each group should choose one person to serve as secretary.
Give each group a set of written directions. The following is a sample of the type of directions one could use:
Group 1. (Word Study) Find all the compound words and contractions in the story.
Group 2. (Word Study) Find the words that have prefixes and suffixes.
Group 3. (Definitions) The following are "figures of speech" used in another story. Discuss what you think they mean and rewrite them showing what they actually mean:

(1) He had to "snap out of it."
(2) You "have the stuff."
(3) The crowd was "pulling for him."

Find another "figure of speech" used in this story. Write its meaning.
Group 4. (Use of Dicionary) List five words which you cannot pronounce and do not know the meaning. Find the pronunciation and definition in the dictionary.

VARIATION: Activities can be adapted to include other reading skills.

Fourth
–
Eighth

Intermediate

Man or Beast

OBJECTIVE: Given cards bearing nouns referring to man or beast, the students will correctly identify those cards belonging to each category.

MATERIALS: Dictionaries ano a set of word cards representing a group of beasts, people, or both. Examples: flock, herd, squad, pod, assembly, etc; and cards bearing the headings MAN, BEAST, AND BOTH.

PROCEDURE: The cards MAN, BEAST, AND BOTH are placed in the center of the table. Students will work in teams of two taking turns at removing a card from a face-down pack of cards with words representing different groups. They place the card under the category most commonly associated with the word. If it is used for both man and beast, it is placed under the heading BOTH. If in doubt, the students find the word in the dictionary to choose the correct category.

NOTE: It should be understood that "beast," as it is used here, refers to creatures other than man. They would include such as reptiles, insects, birds, fish, etc.

HELPFUL HINTS

A Neat Classroom Library

OBJECTIVE: Given child-made markers and individual library pockets, students will become proficient in library neatness and organization.

MATERIALS: Individual book markers made by children; library pockets - one for each child mounted on oak tag.

PROCEDURE: When the child selects a book for checking out, he slips his own individual book marker in the place on the shelf where he removed the book. He then signs the checkout card and leaves it in his individual library pocket. At a glance, the teacher can see who has the book; also, the child can return the book to the proper place on the library shelf, thus eliminating one unnecessary task for the teacher.

Kindergarten
–
Third

Book Ribbons for Library Book Reading

Primary

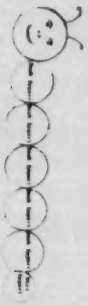
OBJECTIVE: Given ribbons with stars and appropriate identification, children will be encouraged to read independently at home.

MATERIALS: Ribbon in a bright color, construction paper, gold adhesive letters, gold legal seals, stars.

PROCEDURE: Cut gay-colored ribbon in 11" strips. Put child's name on ribbon with gold letters. (Make a ribbon for each child.) Each time he reads a book put a star on the ribbon below his name. When he completes 25 books, cut a second ribbon from construction paper ½" wider than the first ribbon. Place under first ribbon and staple at top. Put a legal seal over staple. This second ribbon will hold stars for 75 books. When child reads a total of 100 books, make another ribbon from construction paper ½" wider than second ribbon. Staple to other ribbons and continue with stars.

At the end of the year, children take their ribbons home. Many parents encourage child to read books all summer from public library and they continue putting stars on the ribbon.

Build a Bookworm



Second
–
Fourth

OBJECTIVE: Given a circle made of paper, the child will be able to write a report for the "Bookworm."

MATERIALS: Book report ditto, scissors, crayons, or colored pencils.

PROCEDURE: When a child has read a book for fun, whether in the classroom library, or home, he may make this short book report. The report is round in shape, short and simple to write and may be lightly colored and cut out. This type of report eliminates the drudgery of a long, detailed report, and children have fun watching the colorful worm "grow" around the top of the room.

Comprehension Drawing

Primary

OBJECTIVE: Given a tracing situation, the students will employ the kinesthetic mode of learning new symbols.

MATERIALS: Pictures, paper, pencil, sand box, tape.

PROCEDURE: Tape different pictures on separate pieces of paper. Below each picture outline its name with dots. Give the pictures to the children. They should pronounce the words, take the dull point of their pencils and draw over the dots. Then let them trace the words in pencil. The children will go to the sand box and copy the same words several times.

Helpful Hints

Primary

OBJECTIVE: Given the word eight, and other 5-letter words which are difficult, the student learns a typical word through musical reinforcement.

MATERIALS: Cards for use in the Language Master or Instructasette on which you have sung "Old McDonald Had A Farm" substituting the spelling of the word for "ei ei o." A tape recorder could serve the same purpose.

PROCEDURE: Use words in context. Announce, "Now let's play 'Sing Along'." The cards provide the rhythm, the spelling and the fun.

Primary

Learning Contract

OBJECTIVE: Given a written contract, students will experience wise use of time, resource materials, and individual effort in learning about favorite topics.

MATERIALS: Learning contract and resource materials.

PROCEDURE: Each child is provided with a contract form on which he can contract to read on a topic of his choice by reading as many books as he wishes and use the media of his choice for beginning research.

The following is a sample contract:

Name _____

Date to begin: _____

Date to finish: _____

I wish to learn about _____

because _____

Materials used:

Books _____

Filmstrips _____

Others _____

I learned

Report:

_____ Write a story
_____ Draw a picture and tell a story
_____ Collect pictures
_____ Make a book
_____ Make a puppet show
_____ Write a poem

On-The-Spot News Reports

All Levels

OBJECTIVE: Given the incentive to collect and report news, students will gain knowledge of many parts of the world.

MATERIALS: World map and a cardboard microphone.

PROCEDURE: Appoint one child as news editor for a television program. He has a group of reporters to report news from different parts of the world as they see it.

VARIATION: The teacher could use this approach on almost any area - science, math - just have the children "ham" up the area of their interest.

Scribble Stories

Second
—
Up

OBJECTIVE: Given a specific color and an unfinished sentence, children will feel creative in describing their feelings.

MATERIALS: Crayolas, paper, pencils.

PROCEDURE: Children select a crayon from the box without knowing why. Red, yellow, purple - then ask them to react to this topic: "When I feel yellow, I_____". For younger children a colored portion on the paper might make the association of color and mood more relevant.

VARIATION: Young (Kindergarten - First) children could dictate from this topic.

Sixth

Reading Bingo

OBJECTIVE: Given bingo cards containing literary terms, students will learn to take more interest in outside reading.

MATERIALS: Deck of cards with items of interest and/or characters from books in the school library. Cards are made on the style of Bingo Cards with the word, READING, across the top as in the sample below. Each blank has the name of a library book in it.

PROCEDURE: From the deck of cards, the first child will take a card. If he can match the information from the card to his own READING CARD, he places the card on his reading card.

An answer sheet is printed on a master sheet. The card is returned to the "graveyard" pile if the student cannot identify or match the infromation.

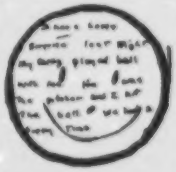
The game continues until some one has a row completely covered as in the regular game of bingo.

The graveyard pile may be reused after the deck has been used.

VARIATION: The same approach could be used with stories read in a unit.

R	E	A	D	I	N	G
Charlotte's Web			Onion John			The Man in the Box
Little Women	Rabbit Hill				Summer Day	
Thomas Edison		And Now Miguel		21 Balloons		
Boomtown Boy					Rascal	
Harriet the Spy			Gay Neck			Strawberry Hill

Smile



OBJECTIVE: Given a smiling face made on a large piece of paper, the child will write a happy story on the face.

MATERIALS: Large smiling face picture drawn by the child and a felt pen.

PROCEDURE: Motivate the children to think of happy stories about themselves which they can write on the "Smiling Faces."

Primary

Story Relay

OBJECTIVE: Given relay teams, children will learn sentence structure and word placement through a competitive game situation.

MATERIALS: Blackboard, chalk

PROCEDURE: Choose two teams of ten or more children each. The first child on each team goes to the blackboard, begins a sentence, returns, tags the next child in order, and each child adds a word until all members are finished. They must form a coherent sentence or sentences. The first team finished wins the game.

VARIATIONS: Sentences may be formed from cards containing words, rather than written on the blackboard, one word at a time.

Example: The black dog - - - - - - - - - - -

Intermediate

Elementary

Study Human Emotions

OBJECTIVE: Given illustrations, children learn to identify emotional reactions, motives and behavior of story characters.

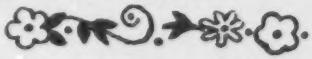
MATERIALS: Story books with illustrations.

PROCEDURE: Study the pictures in a story book. Find and give the page number of:

(a) A picture showing someone who seems to be very happy.
(b) A picture of someone who looks sad.
(c) A picture of someone who looks anxious or worried.
(d) A picture of someone who is very excited.
(e) A picture of someone who is angry or displeased.
(f) A picture of someone who is frightened.

Write an explanation or tell why you think these people reacted as they did.

VARIATION: Change picture page number to word page number for older students.



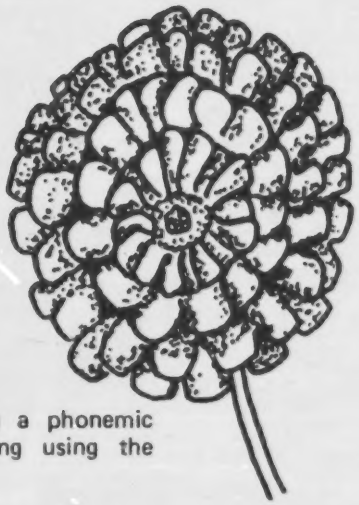
Intermediate and Junior High

Using Contrast in Reading Activities

OBJECTIVE: Given various reference sources and art media, students will explore contrasting ideas as an aid in developing interest in reading.

MATERIALS: Books, magazines, films, and art supplies.

PROCEDURE: Read materials on the desert and frigid regions. Discover the differences in animal life, vegetation, climate, etc. Encourage children to construct art displays to show contrasting ideas. This could lead to expanding interests in reading.



PHONICS

A Phonic Device

OBJECTIVE: Given a card bearing a phonemic element, students are taught reading using the phonetic approach.

MATERIALS: Duplicated sheets - set of flat disks.

PROCEDURE: The device is a game similar to Lotto. Each child has a sheet similar to the one below:

ALL	EE	AT	AY
TALL	SEE	SAT	BAY
WALL	LEE	PAT	PLAY
FALL	FREE	RAT	MAY
HALL	TREE	BAT	CLAY
BALL	WEE	MAT	PAY

One child calls, "A word in the ay group that begins with pl." (sounded) Those who find the word cover it with a disk. This game continues, and the first child who has a line vertically, horizontally, or diagonally covered becomes the caller.

For the next game, distribute another set of papers that have the same five-family words arranged in hit-or-miss fashion in the boxes. In this way the students learn, almost at once, sets of five words which have the same sound.

Second

First
–
Second

A Vowel Puzzle

OBJECTIVE: Given words in sentences in which vowels are substituted by geometric shapes, the children will be able to identify the proper vowel in place of the geometric shape.

MATERIALS: Chalkboard and paper.

PROCEDURE: Teacher will write simple sentences based on new vocabulary words. Substitute a figure the children will recognize for the vowel.

(△ □ o ▭ ▷)
a e i o u

VARIATION: The sentences could have numbers in the place of the figures.

Second
–
Fifth

Choosing Partners

OBJECTIVE: When given beginning consonants, consonant blends, and word families, children will be able to find partners to build words.

MATERIALS: Word Cards (word families, and word cards with beginning sounds or consonant blends)

PROCEDURE: The teacher gives cards with either beginning consonants or consonant blends to half of the class and cards with word families to the other half of the class. Children try to find their partners to make a word. When a word has been made, the children recite the word to the class. This continues until all children have found partners.

VARIATIONS: Cards could be made with base words, prefixes and suffixes. The same procedure can be followed with more groups.

Flip A Coin

Third

OBJECTIVE: Given a coin and a cardboard circle containing consonant blends, children will gain proficiency in sound discrimination of words containing these blends.

MATERIALS: One piece of cardboard, pen and coin.

PROCEDURE: Have the children sit in a circle on the floor. In the middle place a round piece of cardboard containing different consonant blends. Have the youngsters take turns flipping a coin. The child who flips the coin must say a word containing the consonant blend on which the coin lands.

VARIATION: Use vowel sounds.

Fun Rummy

First
—
Second

OBJECTIVE: Given initial consonants or consonant blends, the child discovers the missing beginning sound.

MATERIALS: Cards with one letter or blends to make beginning sounds. Cards with word endings.

PROCEDURE: Pass out cards and give children the opportunity to match words they can. When no more words can be made, the children begin to trade cards by drawing from the deck or from each other to try to make more words. The child with the most words wins.

Primary

In Orbit With Words

OBJECTIVE: Given a large wheel containing letters on a revolving principle, the student will learn short vowel patterns (or long vowel patterns, R-controlled vowel patterns, or two-letter vowel patterns).

MATERIALS: A large tagboard wheel with two smaller wheels that can turn around a brad.

PROCEDURE: Lay the wheel on the floor. Tell children they will go into orbit around the earth by pronouncing words and using them in sentences. (If the pronunciation is correct, let him continue.) If not they lose their turn. To orbit is to go completely around the "earth" and return to where he started. Before the next child starts, move the two inner circles.

VARIATION: Make four wheels and put a final silent e on two or three of the five positions.

Intermediate

Match

OBJECTIVE: Using cards with different sound patterns the child will be able to match cards having the same sound.

MATERIALS: Cards 2" x 4" for writing words with sounds that one wishes to teach. eg: night-sight, boat-coal, chair-chance, etc.

PROCEDURE: Shuffle cards and turn three cards up on a table so children can see the words. Each child gets his turn to draw from the stack. He looks carefully to see if his card matches any of the cards on the table. If his card matches, he keeps the card. If he misses, the next person can pick the card. Those cards that do not match are discarded. The person with the most cards is the winner of the game.

VARIATION: One can include initial sounds, final sounds, blends, vowel sounds, digraphs, prefixes, or suffixes.

Matching Sounds

Second
–
Fourth

OBJECTIVE: When given words with different sound patterns, children will be able to place them in the proper category.

MATERIALS: Word cards and signs for different categories.

PROCEDURE: A card giving directions of word categories is read to the players. Word signs are given for each category. Players take turns drawing one card at a time from a stack of word cards. They are asked to try to match the card with one of the different categories. If the card doesn't match, they keep the card. After all cards are drawn, the player with the least number of remaining cards wins the game.

The following is a list of some categories one could use:

a. Words with the sh sound
b. Words ending in a silent e
c. Words with the ow sound
d. Words with the oo sound
e. Words with two syllables

Riding on the Magic Carpet

Primary

OBJECTIVE: Given a "magic" rug, and appropriate vowel sounds, students will gain practice in similar words containing the same vowel pattern.

MATERIALS: Area rug (about 4' x 6') or 'carpet' can be drawn on floor with chalk.

PROCEDURE: A group of children sit on the carpet. They decide where they want to 'fly' on the magic carpet. Teacher shows an object or says a word, letting pupils tell the vowel sound in the word (taking turns). If they miss, they must get off the carpet (we call it 'falling off') and do not continue on the trip. Set a time limit and those who are still 'riding' when time is up are the winners. The time limit should be preferably a short time because those who 'fall off' need more practice and it is better to play more games.

VARIATION: This can be used in working with initial or final consonant sounds or blends.

Primary

Sky-divers

OBJECTIVE: Given words such as author daughter pause small wall tall fall hawk saw lawyer draw dawn raw lawn, the student will learn the o sound.

MATERIALS: A model airplane or one made from construction paper and several parachutes made from construction paper. The words to be learned are printed on cards and attached with yarn under the parachute. These are placed on a bulletin board.

PROCEDURE: The children love to pretend to be sky-divers and jump from the plane. They try to pronounce each of the words on the parachutes from the plane to the ground, thus making a successful landing. If a word is missed, they pretend that their chute failed to open after their free-fall and they must wait their turn to jump again.

VARIATIONS: The word cards may be changed to oi-oy, to vary the learning experience by using such words as: join, soil, moist, spoil, toil, boil, noisy, point, oil, coin, joy, toy, boy, oyster and royal. Other word patterns can be used.

Elementary

Soft G and Hard G

OBJECTIVE: Given objects on a chart illustrating hard and soft G, students will learn to identify many pictures and objects which will illustrate the principle.

MATERIALS: Large chart, two plastic envelopes.

PROCEDURE: Have the children hunt for pictures, objects, or printed words with the hard and soft g sound and place them in the plastic envelopes, which are marked with the two g sounds.

VARIATION: Hard and Soft G examples.

Space Ship Cruise

Second
—
Sixth

OBJECTIVE: Given strange space ships valued at different points to be won, students will benefit by application of many phonetic principles.

MATERIALS: Make space ships out of construction paper.

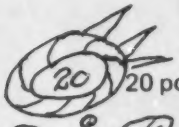
PROCEDURE: Let's go on a space flight! Here are some ships we might use to travel into space. You may choose whichever ship you wish, but before traveling, you must answer some questions. The ships with the lower numbers have easier questions. Ships with higher numbers have more difficult questions. The number on the ship also tells how many points one receives for answering the questions. We will go around the room, giving each person as many turns as possible in the playing time we have. At the end of our playing time, the person with the most points wins a trip to outer space.

The following are sample questions:

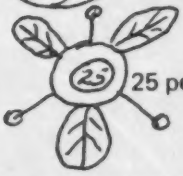
5 points: Name the two sounds for g.
Name the letter that is sometimes a vowel.
Name a c word and a k word that both start with the same sound.

10 points: Name three ways of writing the letters for the "a" sound. ("a" with the magical e, ay, and ai.) Divide the word farmyard into syllables and tell the rule this word follows.
Name two compound words and use them in sentences.

15 points: Spell the following words: (Name five from the spelling lesson.)
Name five words, each containing one of the five short vowel sounds.
Name five words, each containing one of the long vowel sounds.



20 points: Define the five words listed (Use five words from a current vocabulary list.)
Tell three rules for dividing words into syllables.
Write two words with an apostrophe.



25 points: Spell words with the following sounds:
oi, ow, ight, oy, ou.
Spell the name of your school, your teacher, and a friend.

VARIATION: Any questions can be made according to the skill which the teacher wishes to teach.

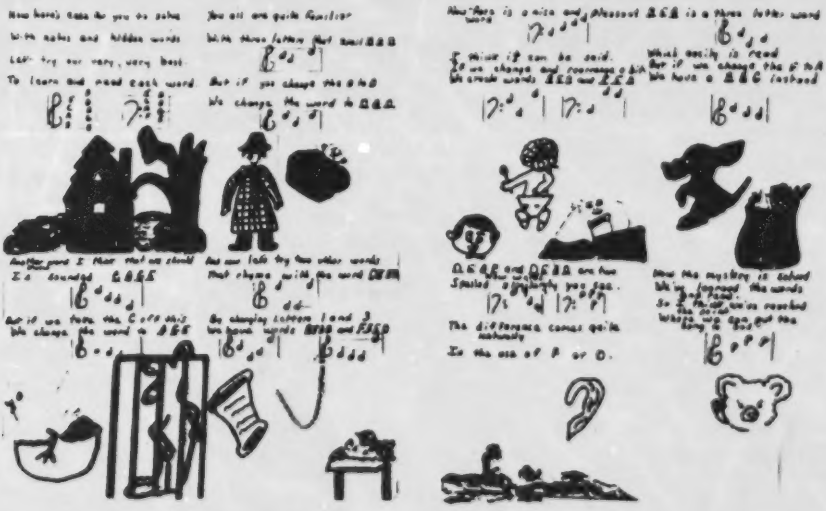
The Case of the Hidden Words

OBJECTIVE: Given clever musical clues, students learn both notes and hidden words.

MATERIALS: Chart of treble and bass clef.

PROCEDURE: Small introduction to music. Review the chart of the treble clef and bass clef. Have some written music scales for students to fill in. Have the letters put on the lines.

VARIATION: Give some scales with the music notes on it and let students tell the letter of that note.



The "E" Tree

Primary

OBJECTIVE: Given a make-believe tree with leaves, children will learn to distinguish between the long and short "e" sounds.

PROCEDURE: Allowing each child to remove a leaf having a short "e" word. The leaves are dropped into a basket. The teacher or leader then takes out one leaf at a time. The word is pronounced, and it is established if the "e" is short. This is continued until all the basket leaves are examined. Only long "e" words should be left on the tree.

VARIATION: 1. For the "o" sounds use a boat in which oars or cargo are kept. Short "o" words are thrown over board. 2. For the short "i" sound, use an Indian head with full headdress. Short "i" words may be the feathers. 3. For "u" words - place all long "u" words on a table and short "u" words under the table.

The Pair Tree

Intermediate

OBJECTIVE: Given a chance to associate similar-sounding words with paper pears, children will gain knowledge and understanding of homonyms.

MATERIALS: Bulletin board with large tree having branches. Shape real fruit pears in various colors four inches long.

PROCEDURE: You initiate study of homonyms (words of the same sound and possibly same spelling, but different in meaning) and work until the children have a good general knowledge.
The idea is to find two words that are homonyms. The child explains the meaning and/or spelling and then prints the two words on one of the construction papers cut out in the shape of real pears. He is then allowed to put this "fruit" on any empty branch on the "pair tree" which is a large tree drawn on a bulletin board with many empty branches.
This idea can be used in introducing homonyms as well as in playing various games.

Second
–
Third

Tic Tac Vowel

OBJECTIVE: Given a tic-tac board, students are offered many opportunities to develop skills with short vowel sounds.

MATERIALS: Tag board is used to make a tic-tac vowel board. Cut pictures of objects containing the short vowel sounds from magazines, old spellers, or readiness books. These pictures are pasted on 3 x 3 cards.

PROCEDURE: Rather than selecting X or O each player selects short vowel sound from one of the five picture cards he has been given. (The other cards are left in the center). Players will seek to be first with 3 matching sounds either horizonally, straight down or diagonally. If a player doesn't have the sound he needs to play, he may draw one card from the center before his opponent has another opportunity to play. If a player plays the wrong vowel sound his opponent wins.

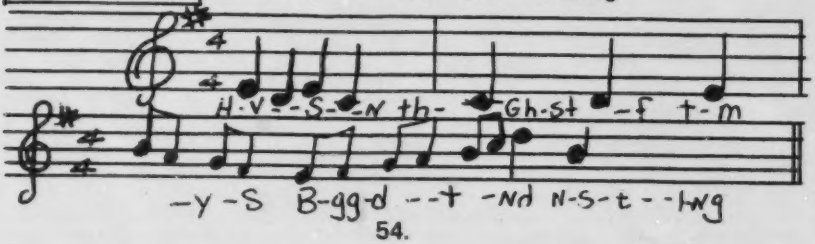
Second
or
Third

Vowel-links

OBJECTIVE: Given practice in the identification of vowel sounds, students will associate sounds and music, thus giving motivating reinforcement.

MATERIALS: Song with some vowels missing from words.

PROCEDURE: Introduce a song title to the children and tell them that they will learn the song if they can fill in the missing vowels to the words of the song. By trial and error they will be able to complete the song and thus be able to sing it. Decoding a song will make use of vowels more interesting.



Vowel Maze

OBJECTIVE: Given a maze with many words, students will learn long vowel principles.

MATERIALS: A manila folder with a maze drawn on the folder. Long vowels are written in the patch which leads out.

PROCEDURE: Children move a token (button, corn, etc.) onto the first word. If they can say the word they can stay. If they can not say the words and one of the others can, they miss that turn. If one is to get out of the maze, he must follow the path with the long vowel words. The first one out wins.

Second
—
Fourth

Petal

Finger Drama

OBJECTIVE: By using masking tape, children will make puppets for dramatizing stories.

MATERIALS: Masking tape and magic markers.

PROCEDURE: When reading simple plays or stories that can be dramatized, have children use masking tape on their fingers to make characters from their stories. Use magic markers to make the faces.

Primary

Petal

The Daily News

OBJECTIVE: Given an opportunity to write news items daily, children will be able to express their feelings, share ideas with others, and assemble a paper that can be read by all members of the group.

MATERIALS: Paper and pencil.

PROCEDURE: Each morning have every child write a news item. These can be displayed on a bulletin board. Encourage a buddy system to help them critique one another's work and to make illustrations. At the end of the week, collect all stories and mimeograph copies so each member has a news sheet. The teacher could attempt to add articles which include words that need reinforcement. Stories could be reviewed with the group.

All grades

READING SKILLS

Baseball

OBJECTIVE: Given a baseball diamond made on a firm paper, the child will learn phonetic principles by thinking of words similar to the cue word.

MATERIALS: Baseball field made on a firm paper.

PROCEDURE: Each child tries to make a home run by thinking of a word beginning with the same letters as the words on the base.

VARIATION: In teaching rhyming words, place words around the bases. The child thinks of words rhyming with the words on the bases.

Elementary

Second
—
Fourth

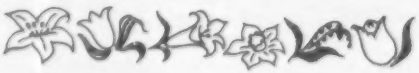
Buddy Reading

OBJECTIVE: Given a partner with whom to share work, the students will explore many avenues of creative productivity.

MATERIALS: Library books, newspapers, encyclopedias, etc.

PROCEDURE: Allow the children to divide into groups of two. Children may choose to work with someone not in their own reading group. They may select three or four books. Each pair selects a place in the room. They take turns reading aloud to each other and assist one another with difficult words.

VARIATION: Stories written by the children such as Hallowe'en stories or Christmas stories may be shared instead of books.



Intermediate

Bulletin Board

OBJECTIVE: Given timely messages, students will be motivated to read the bulletin boards regularly.

MATERIALS: Bulletin board, illustrations, etc.

PROCEDURE: Write messages on the bulletin board. Change the messages often. Make it humorous about news items, citizenship, activities, classwork, etc. No one discusses the news until everyone has a chance to read the bulletin board items.

VARIATION: Scrambled letters that are a message can be used. Something from the reading lesson the day before or a surprise field trip activity can add interest.

Crazy Phrase Fun

Primary

OBJECTIVE: Given word or phrase cards, students will develop fluency in oral reading.

MATERIALS: Commercial sight phrase cards or cards prepared by the teacher.

PROCEDURE: Distribute phrase cards among the pupils. The teacher then asks a question of each pupil. The pupil answers by reading a card from his stack. Ask questions such as "How old are you?" "What is your favorite food?" etc. One could use questions from a reading book or a practice exercise book. While the children are enjoying nonsensical answers, they are also getting oral reading practice.

VARIATION: Let the children take turns making up a question and calling on a member of the group to read one of the phrase cards.

Improving Reading Skills

Fifth
—
Eighth

OBJECTIVE: Given a tachistoscope and appropriate films, students will increase visual acuity.

MATERIALS: Tachistoscope, Film Strip Projector, and a Tachistoscope Flasher.

PROCEDURE: Step one: Seeing Skills - Tell students to watch for target, then flash it. Students draw or write response, then correct on answer frame. Step Two: Instant Words - Students say words as they are flashed; then write them and correct from the answers. Write sentences using the words, check for spelling.

VARIATION: To increase reading rate - the pupils are told that they will be given a certain amount of time to read a certain selection. A piece of plain paper should cover the selection until the signal to begin is given. When the time is up the paper is replaced and children write all the essential facts they have read. They may then compare their papers with the selection. The length of the selections should gradually be increased and the time decreased.

Primary

Mask Reading

OBJECTIVE: Given a "personality" aid, the child will lose his own identity in role playing certain story characters.

MATERIALS: Wire clothes hanger, silk stockings, construction paper, yarn, buttons.

PROCEDURE: Wire clothes hangers should be formed into an oval shape, leaving the handle at the bottom. Cover the hanger by pulling the leg of the stocking over the frame and tie at the handle with a piece of string. Decorate the oval with construction paper, yarn, buttons, etc., to look like the face of an animal or story character. The reader holds the mask in front of his face when reading. Children usually have more confidence when using this aid.

Elementary

Moviescope

OBJECTIVE: Given a story, it will be divided into meaningful phrases for tachistoscopic training.

MATERIALS: Paste pieces of paper about 5 inches wide in a long strip. Type a story, either original or taken from a book, on the strip of paper. Divide the story into phrases and type only one phrase on a line. Leave double spaces between the lines. Next, fold a piece of cardboard (just a little wider than the strip of paper) and seal the sides with scotch tape, leaving the top and bottom open. Cut a narrow slit about an inch and a half from the top of the cardboard on one side. Slide the strip of paper through the cardboard and attach a round stick at each end of the long strip of paper. Cardboard may be decorated with a colorful picture cut from a magazine.

PROCEDURE: The pupil rolls the paper from the bottom stick to the top stick and reads the story as each phrase passes through the narrow opening.

Nonsense Words

Second
–
Eighth

OBJECTIVE: Given a nonsense word, a child learns to identify it through context.

MATERIALS: Pencil and paper.

PROCEDURE: Construct nonsense words. (eg. spidraf, eef, sluder, garowing) Use the word in 4 sentences so that by the fourth sentence one could give a definition for the word.

EXAMPLE: (Spidraf) I have a new spidraf. It is black and white. It likes carrots and sugar. My spidraf won first place in the Kentucky Derby.

VARIATION: Older children could write stories with nonsense words for younger children. These could be made into books for the younger children. These could be made into books for the younger children to illustrate.

Original Versions of Familiar Stories

Intermediate

OBJECTIVE: Given familiar stories and a tape recorder, students will strive for better interpretation in oral reading.

MATERIALS: Tape recorder - primary books of familiar stories such as "Goldilocks".

PROCEDURE: Working in groups of three to five, the manuscript is written in the form of a play so the parts could be read and easily performed by that group for another group. The play is then taped to be played back later.

VARIATION: This can be used in dramatizing familiar commercials from TV.

Petal

Getting To Know You

OBJECTIVE: By the use of various procedures, children learn to know one another and are aided in the development of a good self concept.

MATERIALS: Music, pictures, tape recorder, paper, and crayons.

PROCEDURE: This is an activity to be used in the beginning of the school term when the children are trying to learn more about each member of the class. Teach the song from The King and I, "Getting to Know You". Tell the story and use the idea of how important it is to know one another. Have children write, talk, and draw pictures about their life. Pictures or slides could be made for each member. An audio tape could be made to go with the pictures, stories, and drawings.

Primary

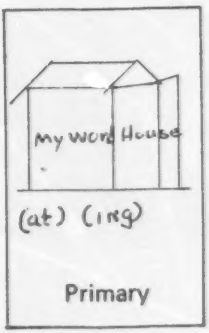
STRUCTURAL ANALYSIS

Building Words, Sentences, and Stories

MATERIALS: Cardboard box, word cards

PROCEDURE: Construct a house having a roof with pocket holders. Sentences can be built with words having the effect of shingles. This will encourage left to right progression. The sentences can gradually continue to stories.

VARIATION: These packets can be used with beginning sounds, blends, digraph, etc.



Compound Words = Two Words in One

First
–
Second

OBJECTIVE: Given words, children will try to join them to other words to form compound words.

MATERIALS: Several 5" x 8" index cards with a part of a compound word on each.

PROCEDURE: Distribute one index card to each child in the group (8-12 children). Explain that a compound word is really "Two Words in One". Have the children use their index fingers hitting them together saying "Two Words in One." Tell each child to find someone with whom he can put his card and his friend's card together to make a compound word.

VARIATION: Compound words may be listed on the board by the children; or a child may draw a card with part of the compound word on it and see how many words he can form using his part.

Identifying Root Words

Intermediate

OBJECTIVE: Given specific words with both prefixes and suffixes, the student will learn to identify the root word.

MATERIALS: List of words with prefixes or suffixes.

PROCEDURE: Give the children lists of words with prefixes or suffixes added to a root word. Have them identify the root word.

VARIATION: Give the students the root words and have them make many new words by adding prefixes and suffixes.

I'll Fix It

OBJECTIVE: Given basic root words, common prefixes and suffixes, the child will discover many new words by structural analysis.

MATERIALS: A group of cards (approx. 2 x 3) containing root words of your choice. A group of cards (approx. 1 x 3) containing prefixes. Be sure to make duplications of the prefix cards. A spinner card containing suffixes. A scorekeeper.

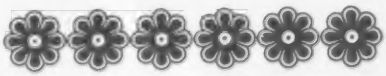
PROCEDURE: Each player is dealt at least 5 prefix cards. (More if desired, according to the number of players and the number of cards you have made).

The root word cards are placed, face down, on the table.

A player is chosen to begin the game. He draws a root word card from the stack and tries to match it to a prefix card he is holding. Should he not be able to match the cards, he then returns the root word card to the bottom of the stack. He earns no point.

If the player can match the prefix card and root word card, he earns 1 point. This allows him one spin of the suffix card. If the pointer stops on a workable suffix, he earns an additional point. If he cannot match the suffix to his word, he keeps the one point and it is the next player's turn.

VARIATION: As students play the game, they will discover many possiblilities for variation; number of prefix cards dealt; deal the root word cards and draw the prefix cards; allow more spins on the suffix card, change the value of the points earned.



Prefix

de

Root Word

frost

Suffix

Intermediate

Kindergarten

Matching Game

OBJECTIVE: Given cards resembling jigsaw puzzles, students will correctly recognize beginning sounds and rhyming words.

MATERIALS: Any type of card, tablet backs, oak tag; small pictures; felt tip pen.

PROCEDURE: Cut the cards into rectangular shapes. Find small pictures from used workbooks, readers, seals, or color books. With a light pencil line, divide the card in half and cut a line so that they will fit together but one that resembles a jigsaw puzzle. Place a picture on each end of the card; milk, mother; dog, daddy; lamp, ladder.

For rhyming words, like hat, bat; house, mouse; mop, top. The children must fit the card halves together and name the pictures on each end telling whether the picture names rhyme or begin alike.

VARIATION: Can be used for upper case and lower case letters, numbers, vowels, and others.

Primary
or
Intermediate

Put Together Words

OBJECTIVE: Given words on blue and red cards, the child will be able to recognize and form compound words.

MATERIALS: Words are written on 3 x 2 cards.

PROCEDURE: Compound words are divided and arranged in two groups. The first part of the word is in red, the second in blue. After putting the two words together to form a compound the child writes the new word.

Sequence Game

Primary

OBJECTIVE: Given context clues, the students will put sentences together in proper sequence.

MATERIALS: Sentence strips, pocket chart

PROCEDURE: 1. Cut sentences apart. 2. Put the parts in envelopes. 3. Ask the students to put the parts together. 4. Place the sentences in a pocket chart. 5. Read the sentence to the class.

VARIATION: Cut the paragraphs into sentences and put them together, using context clues.

Treasure Hunt

Adaptable to all grade levels

OBJECTIVE: Given specific suffixes, prefixes, root words or syllables, students will increase vocabulary.

PROCEDURE: Begin a search for words of a specific nature. For example, look for as many words as you can find which end in "tion", "ong", or "able", to provide practice with suffixes. The same can be done with prefixes. Or, make syllable practice interesting by searching for words of 4, 5, or 6 syllables. For lower grades, look for words with 3 syllables, or 8 letters. This can be used as a group project with everyone adding to a list on the bulletin or chalk board; or it can be done individually.

VARIATION: This can be varied numerous ways for studying vowel or consonant sounds, digraphs, blends, or words of a specific type.

Petal

Library Participation

Focus-Hans Christian Anderson

OBJECTIVE: Given specific classics, children will become sensitive to literary contributions.

MATERIALS: Hans Christian Anderson Fairy Tales (books and Records), biography of the author, colored slides of Denmark (Little Mermaid statue in Copenhagen Harbor), and the song "Wonderful Copenhagen."

PROCEDURE: Introduce the unit by singing the song and showing slides which correspond with the story. The teacher reads the story, "Little Mermaid" in installments. Children can give oral reports or rewrite parts of the story. The art class can make pictures showing proper sequence of events.

VARIATION: Choose any well known author or poet and their contributions.

Intermediate-Upper

STUDY SKILLS

Distinguishing Between Fact and Opinion

OBJECTIVE: Given cards with both facts and opinions, the students will be able to match both facts and opinions with the correct pictures.

MATERIALS: Cards and pictures. Cards have statements of fact and statements of opinion. The statements in the game come from stories and articles which the pupils use as reading content. Other cards have words Fact and Opinion.

PROCEDURE: Students place the statements where they belong with respect to Fact or Opinion. Place this with the right picture.

Examples:

An elephant fears no animal except a mouse.
An animal can live in captivity.
An elephant is a mammal.
Fact: Opinion:

The pupil's job: Place the statements where they belong with respect to Fact or Opinion. Place this with the right picture.

Fact: An elephant is a mammal. Opinion: An elephant fears no animal except a mouse.

Elementary

Readiness, First and Remedial

Greeting Card Puzzles

OBJECTIVE: Given puzzles, the child who needs visual readiness training is given a motivating reason for additional drill.

MATERIALS: Christmas and other greeting cards, scissors, envelopes to store cards.

PROCEDURE: Cut up cards to make jig-saw type puzzles. Place each one in an envelope. Child puts puzzle together. Envelopes can be traded until each child has an opportunity to complete all puzzles.

VARIATION: Older child can list the objects they see in the pictures. Children can take home puzzles if enough are available. They can also bring cards from home and make puzzles for their friends.

Intermediate - High School

Issues of Our Day--Debate

OBJECTIVE: Given an opportuity to disagree without being disagreeable, and develop research skills, the students will learn critical thinking discerning between fact and opinion. Likewise by taking a debate position diametrically opposed to personal belief, a student learns to better understand those holding the belief.

MATERIALS: Newspapers, current periodicals and pamphlets.

PROCEDURE: Teach the formal debate procedure from Roberts Rules of Order or World Book. Guide students in selection of a topic or topics. Draw from affirmative and negative sides. Use the class as judges, giving instructions on how to gain or kill points.

VARIATION: Panels taking opposing sides in a more informal atmosphere, but with specific ground rules agreed upon before proceedings.

Kernel Sentences

OBJECTIVE: Given a kernel sentence containing only a noun and a verb, students will experiment with more complex sentence structure.

PROCEDURE: Give a short two or three word sentence and ask the children to make as many new sentences as possible by adding only one word each time.

Boys play.
Big boys play.
Big boys play ball.
Several big boys play ball.
Several big boys play ball often.

Other kernels might be:
Mother cooks.
Men work.
Babies cry.
Dogs bark.

This encourages the use of descriptive words and expanding sentences.

Intermediate

Sequencing Books

OBJECTIVE: Given a variety of materials that can be cut into parts students will learn proper sequence of events.

MATERIALS: Old textbooks, old workbooks, readiness workbooks, old picture science books, or non-captioned comic strips.

PROCEDURE: Cut out words from under stories. Clip pictures together with a paper clip. Let children select the group of pictures they want to sequence. Fold paper into booklet form (have children do this if they can).
Children arrange pictures in the proper order and paste them into the booklet. A story is written under the pictures. Covers are decorated and the booklets are titled. Booklets can be put together with yarn or stapled.

VARIATION: Teacher (or children) can make sequencing exercises that are mounted and laminated for durability. Captions can be made to go with the exercises. After the stories are sequenced, the captions can be placed under the appropriate pictures.

All grades

Intermediate

Rebus Card Game

OBJECTIVE: Given 50 cards, 25 each with titles of books, and rebus pictures, students will show aptitude in critical reasoning.

MATERIALS: 50 cards, colorful wrapping paper, scissors, different colored magic markers, glue, small pictures (about the size of those found in primary workbooks), list of 25 book titles and authors, clear contact paper.

Construction: Cut 50 cards about 3/4 by 1/2 inches each. Glue pieces of wrapping paper on one side of each card for decoration. Take the title of a book and write this on one card. Take another card and make a rebus for this title by using the small pictures. Make sure there is a title card and rebus card for each book.

PROCEDURE: The dealer deals seven cards to each player and turns one card up next to the pile of remaining cards. The player to the dealer's left begins by either picking up the discarded card or drawing one card. Each player follows in like manner. If a player gets a pair, a book card matching a rebus card, then he lays the pair down. The player with the most pairs wins the game.

Note: Each student could make his own pair of title and rebus cards for a book he has read.

Elementary

What Happened First?

OBJECTIVE: Given newspapers, students will determine correct sequence of events.

MATERIALS: Daily Newspapers

PROCEDURE: Give students the sports page of newspapers, read and list a sporting event as told in chronological order. Boys really enjoy this activity.

Reinforcing the Sequence of Events

First
—
Second

OBJECTIVE: Given events in sequence, the students will gain practice in one of the major intellectual skills in reading: Putting ideas in order.

MATERIALS: For this particular drama - a bright red hat, a stuffed toy (cat) and a bell. Three attractive articles of a different type would be effective as well.

PROCEDURE: The teacher must tell the students to remember what she is going to do so they can tell a story about it. She will enact a little drama for her students, and have them describe what she has done. "Go into the hall and re-enter wearing a bright red hat. Go to your desk, open the top right hand drawer, lift out a stuffed cat, stroke it gently several times, replace it, remove the hat, ring a small bell on the desk, and go back into the hall. Then return for the stories. Following is an example of what might follow. Teacher: Who would like to tell the story? Whose turn is it? Sue? Sue: You went into the hall and then you came back, you patted the kitty, rang the bell, and you went out. John: You forgot, you forgot! Teacher: What John?

Sequence

Primary

OBJECTIVE: Given comic strips out of order, the child will be able to place them in their proper sequential order.

MATERIALS: Comic strips, cardboard, and paste.

PROCEDURE: Paste comic strips on cardboard and cut each block to make a puzzle. Have children place the puzzles in correct sequence.

VARIATION: Two or more children can work together. When they have the comics in correct order, They can choose a character and read the comic strip.

T.A. (Teen-Age) Today News - Broadcast

Intermediate
—
High School

OBJECTIVE: Given news Media of many types, students are motivated into bringing their own world with its special interests into the classroom for discussion and study.

MATERIALS: Newspapers, magazines, television news, tape recorder.

PROCEDURE: This is an "open-ended" assignment in which the student feels free to bring a variety of news into the classroom. The emphasis is on Teen-Age news. A schedule is posted listing volunteers from each class, could be scheduled for a special time each week. The students seem to enjoy it.

Visual Discrimination for Beginning in Critical Thinking

Intermediate
—
Jr. High

OBJECTIVE: Given numerous pictures to observe closely and carefully, students will become acutely aware of many visual details which will promote greater visual acuity.

MATERIALS: A picture which would be of special interest to a group such as a busy intersection, farmyard, or classroom.

PROCEDURE: Show the picture for five minutes (decrease the limit for older children). Do not say anything about the picture - just let them look. After time is up, discuss. For example: How many people were wearing coats? How many were not? What time of the year do you suppose it is?

VARIATION: This works best in small groups in the elementary, but Junior students could group and take turns showing the pictures and asking questions. This could lead to a creative writing lesson.

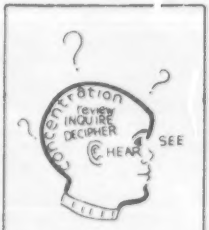
Reading and Following Printed Directions

OBJECTIVE: Given an instruction test, the students will learn the importance of following instructions.

MATERIALS: Tell them and rightly so, that no matter how little or how much education one has, he still will have to read and follow printed instructions often. Have fun with an Instruction Test.

PROCEDURE: Can you follow instructions?

1. Read everyting before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "Yes, Yes, Yes."
9. Put a circle around each word in sentence no. 7.
10. Put a circle around each word in sentence no. 4.
11. Put an "X" in the lower left hand corner of this paper and draw a triangle around it.
12. On the reverse side of this paper multiply 703 by 9805.
13. Call out your first name when you get to this point in the test.
14. If you think you have followed directions up to this point call out, "I have."
15. On the reverse side of this paper add 9804 and 9890.
16. Put a circle around your answer. Put a square around the circle.
17. Count out loud in your normal speaking voice backwards from ten to one.
18. Multiply 130 by 583.
19. Now that you have finished reading carefully do only sentences one and two.



Intermediate
and
Junior High

Petal

Designing Cloth

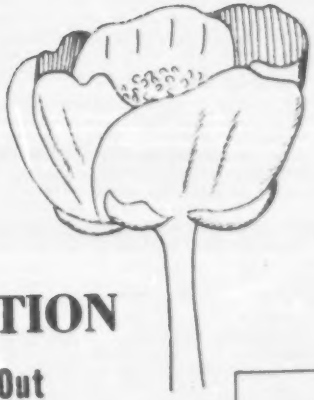
OBJECTIVE: By designing cloth, children will experience encouragement in the process of learning to read.

MATERIALS: Sailcloth and magic markers of different colors.

PROCEDURE: Have children write letters of the alphabet of words and illustrate on pieces of sail cloth 8" x 10" with fast color magic markers. The pieces can be sewed together and made into a skirt for the teacher to wear. Children will be pleased to see the teacher wearing cloth designed by them. This should be an aid in learning new words.

VARIATION: The pieces of cloth could be used for such things as place mats, curtains, or other pieces of clothing.

Primary



SYLLABICATION

Clap In, Clap Out

OBJECTIVE: Given practice in hearing syllables in words, students will become proficient in syllabication.

MATERIALS: A list of one, two, and three-syllable words prepared by teacher.

PROCEDURE: One child is designated as a referee to start the game. He stands behind the child in the first chair. The teacher pronounces a word from the word list. The first child claps the number of syllables he hears. If he claps the correct number, the referee moves behind the chair of the second seated child. If he did not clap the correct number of syllables, the referee standing behind the chair may clap. If the referee claps the correct number of times he is allowed to continue as referee. If he does not, a new referee is appointed.

Intermediate

Elementary

Discovery

OBJECTIVE: Given many words as examples, students are let to discover three phonic generalizations.

PROCEDURE: Write such words as rabbit, cabbage, picnic, curry, candy. Have the pupils pronounce each word and tell whether the vowel sound in the first syllable is long, short, or r-controlled. Call attention to the two consonant letters following the first vowel letter and ask where the first syllable ends. Lead children to note that in each word the first of the two consonants ends the first syllable.

Write the following pairs of words: happy paper, window music, penny peanut. Have the first pair of words pronounced and ask children what vowel sound they hear in the first syllable in each word and why. In like manner, compare the remaining pairs of words. Lead pupils to formulate the generalization that when the first vowel element in a word is followed by one consonant letter, that consonant usually begins the second syllable.

Write the following words: table, apple, middle, gobble, needle, purple. Ask pupils to pronounce the words and to tell whether the vowel sound in the first syllable is long, short, or r-controlled. Then ask children which letter begins the second syllable and lead them to observe that the consonant letter that comes before the le begins the last syllable.

First – Third

Finding Words

OBJECTIVE: When given words with many syllables, children will be able to locate small words within the large words.

MATERIALS: Multi-syllable words.

PROCEDURE: Children are given words with many syllables from which they should try to find as many small words as they can. They can begin by using their own names, names of holidays, states, capitals, countries, special names of interest in the community, etc. Children should be encouraged to select only meaningful words.

Syllabication

Elementary

OBJECTIVE: Given oak tag "worms" to fold, students will learn syllabication in a novel method of discovery.

MATERIALS: Oak tag, pattern of a worm

PROCEDURE: Construct numerous "worms" from oak tag. Print multisyllable words on the worms. Fold the worms between syllables. Children will see how many folds they must make to divide the word correctly so that the worm can crawl forward satisfactorily.

Syllable Scramble Relay

Upper Elementary

OBJECTIVE: Given specified words in envelopes, children will learn syllabication through trial and error.

MATERIALS: Twenty envelopes which contain four syllable words, with one syllable on each of four 3 X 5 cards.

PROCEDURE: Divide into two teams. Give the first person on each team an envelope. The first four people run to the goal line, open the envelope, arrange themselves to spell the word, get an OK from the teacher, and run back to the team. The next leader gets an envelope, arrange themselves, etc. The first team to get ten words arranged wins.

un-re-port-ed
won-der-ful-ly
re-pay-a-ble
re-place-a-ble
in-ter-view-er
fright-en-ing-ly
un-faith-ful-ness
ed u-ca-tion
de-light-ed-ly
A-mer-i-can
a-rith-me-tic
veg-e-ta-ble
un-ha-pi-ly
un-der-hand-ed
trans-por-ta-tion
im-per-son-al
un-e-ven-ly

VARIATION: Shorter words can be used for lower grades.

Intermediate

Fractions and Syllables

OBJECTIVE: Given cards of various shapes, the students will correctly associate the correlation of fractions and syllables, both as parts of a whole.

MATERIALS: Syllabication cards, shaped like a rectangle.

PROCEDURE: First present the 1/3 fraction of a rectangle and then the whole rectangle. Secondly, explain to the child that words, as well as objects, have fractions using the word rectangle, it is divided into three (1/3) parts. The parts are equal like fractions because words are divided by vowel sounds.

VARIATION: This could be used with any word as long as you had the word divided into syllables on a card and the same number of fractional parts as the word you are dividing.

Primary

Word Put-Together Game

OBJECTIVE: Given many vocabulary words cut in puzzle fashion, students will learn new vocabulary by putting the puzzles together correctly.

MATERIALS: 5" X 8" cards

PROCEDURE: Write words on cards and cut in puzzle shape separating the words approximately in half. Example - PUZZLE - Use several different words and mix puzzle parts together and hand them to groups. Then let students try to find the other half of their puzzle word. Try to use combinations of words in such a way that there will be only one possiblility for combinations of word halves.

VARATION: This could be used for spelling as well as vocabulary building and recognition.

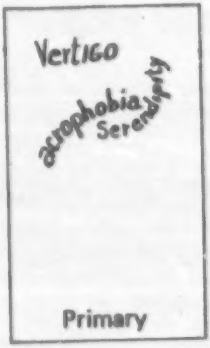
VOCABULARY

A Reading Surprise

OBJECTIVE: By displaying a reading message each morning, children will have an additional opportunity in learning words.

MATERIALS: Construction paper and felt pens.

PROCEDURE: Each morning have a surprise story printed and displayed in the room or on the entrance door using new vocabulary words or words that need reinforcement. The paper could be cut into a design to represent the message.



Primary

Elementary

Bingo

OBJECTIVE: Given a game card similar to Bingo, the child will discover a word and be able to spell it and give its definition.

MATERIALS: Cards made like Bingo cards with letters instead of numbers. Use many common letters and several vowels on each card.

PROCEDURE: Call out letters randomly, the same as Bingo. The first child to have on his card a word of at least four letters is the winner. The letters do not necessarily have to be in order on the card. The child will tell his word, how it is spelled and what it means.

VARIATIONS: The children could also use the letters called as an acrostic, using them as the first letter of words to form a sentence.

Second
—
third

Bus Game

OBJECTIVE: Given a game board with designated stops determined by a throw of dice, students will practice spelling words.

MATERIALS: Tagboard, dice, and flash cards.

PROCEDURE: A winding street is drawn on the tagboard with various "stops" drawn along side the street such as a zoo, park, and gas station. The child rolls the dice and proceeds the amount of stops shown. At each place such as the zoo, there will be flash cards with words having to do with each place. If the child can correctly spell the word, which another player has drawn for him, he is allowed an extra turn with no more than one extra turn allowed. The first bus to arrive at the finish line wins.

VARIATION: The same idea can also be used for basic sight vocabulary and word meanings.

Hinky - Pinky

OBJECTIVE: Given words and phrases with meaning, children are expected to complete the blanks with rhyming words.

PROCEDURE: Fill in the blanks to make rhymes.
Example: A humorous rabbit is a funny bunny.
My, he's a happy pappy.

1. An unhappy father is a sad_____.
2. A stout husband is a chubby_____.
3. A sweet-sounding musical instrument is a mellow_____.
4. A gay parrot is a jolly_____.
5. A favorite animal doctor is a pet_____.
6. Too much study will give you brain _____.
7. A bloody tale is a gory_____.
8. A dirt-covered friend is a muddy_____.
9. An ill-mannered young man is an uncouth_____.
10. A man who does not shave may develop a weird _____.
11. Alexander Hamilton was killed in a cruel_____.
12. An air-conditioned place of learning is a cool _____.

Note: This idea could be used in introducing new words for reading lessons.

Intermediate

Describing Words

OBJECTIVE: When given a word or phrase, the child will be able to build a longer phrase by adding describing words.

MATERIALS: Words or phrases written on the board or on slips of paper.

PROCEDURE: The child draws a word or phrase card and reads it orally. The next child repeats the phrase and adds a describing word. Children continue taking turns until they can think of no other describing words.

VARIATION: Other parts of speech in addition to adjectives can be used to make complete sentences.

First
—
Sixth

Intermediate

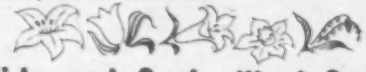
Foot Steps

OBJECTIVE: Given "footsteps" to follow, students will learn words containing prefixes, suffixes and inflectional word endings.

MATERIALS: A strip of white paper about twelve inches wide and long enough to accomodate the list of words to be studied.

PROCEDURE: Trace foot patterns onto the paper so that one has footsteps to follow. Then print words on the tracks. Let the children use their imaginations to climb the wall, walk across the ceiling and down the other wall. If they mispronounce a word they "fall' to the floor and must wait their turn to again climb the wall.

VARIATIONS: Spelling words or reading vocabulary words may be defined also.



Primary

Hide and Seek Word Game

OBJECTIVE: Given printed cards containing picture clues, students are encouraged to learn new vocabulary.

MATERIALS: Pictures of concrete words and printed words.

PROCEDURE: Begin by introducing the new vocabulary through colorful pictures. On spearate cards print the specific vocabulary word presenting it with the picture. In the small reading groups "hide" the pictures along with the word and have the children take turns looking for them. Later, hide only the printed word without the picture.

VARIATION: Display the picture and have the children match the print with the picture.

Christmas Tree Game

First
—
Second

OBJECTIVE: Given a large Christmas tree, the child associates new words with the "decorations" put on the tree.

MATERIALS: Paper, board, glue.

PROCEDURE: Draw a Christmas tree on paper and paste it on a large board. Cut out colored paper balls and fix to hang on tree. Put vocabulary words on the balls. As the child says the word, he puts it on the tree. The tree can be decorated and redecorated.

VARIATION: A short sentence can be put on the tree for the children to read.

Developing Vocabulary

Primary

OBJECTIVE: Given a list of words, children will learn them according to a given category.

MATERIALS: Paper, pencil, chalkboard or large chart tablet.

PROCEDURE: Write on board or chart, lists of words suggesting a particular type of story. The children are asked to choose the words that can be used with this type of story. For example: magic, giant, ranch, sword, corral, dwarf, bullet, dude, cowboy, lasso, rescue, pasture, round-up, and others. Children are told to select words that would best be used in a fairy tale or cowboy story.

VARIATION: Vocabulary appropriate to a farm story, astronauts, moon walk, seasonal or particular holiday.

Second

Fishing for Words

OBJECTIVE: Given a fishing rod, with paper fish attached to magnets, students will build vocabulary in a realistic manner.

MATERIALS: Paper fish with word or letters printed on them. Short wooden dowels with string line and magnet attached. "Fish" have paper clips attached to attract magnet.

PROCEDURE: Children take turns "fishing" and read the word or give the name of the letter and its sound.

VARIATION: Children could be divided into teams. This idea could also be used to learn number facts and colors.

Primary

Holiday Fun

OBJECTIVE: Given the correct symbols for the various holidays, the students will associate the appropriate holiday symbols with the appropriate words.

MATERIALS: Posters of a Christmas Tree and Turkey and symbol name cards.

PROCEDURE: Make posters of a Christmas tree and a turkey. These should be large enough to attach name cards. Print cards with such words as gifts, Pilgrims, Santa Claus, Indians, Mayflower, etc. Students draw cards in turn and place them on the appropriate holiday poster.

VARIATION: Any holiday can be used. Examples are Washington's and Lincoln's birthdays, New Year's Day and Valentine's Day.

Holiday Words

OBJECTIVE: Given appropriate words for specific holidays, the students will associate these special words with the correct holiday.

MATERIALS: Paper, crayons, and pencil.

PROCEDURE: Have each student make a list of words for a special holiday. Example: Christmas--turkey, fruitcake, gifts, tree, and others. The student should use the words to write a story, draw pictures of the story, and underline the special words that have been chosen. Have children show their pictures and read their stories.

VARIATION: Use different holidays such as Thanksgiving, Halloween, Valentine's Day, children's birthdays, and others.

Primary

Where Would You Buy This?

OBJECTIVE: Given a practical "store" situation, students will learn the classification of items.

MATERIALS: Story, 2 or more "stores". objects to sell at the stores.

PROCEDURE: Have the children tell a story about a "shopping spree." Set up two or more "stores" - such as a grocery store or a pet shop. (These are boxes that contain different items that could be found in those stores.) Give the children lists of items to buy. They must decide to which store they should go.

VARIATION: This activity can be repeated using different types of stores.

Primary

Primary

Hunting

OBJECTIVE: Given basic vocabulary words the child who is the "hunter" responds to the corresponding word called by the teacher.

MATERIALS: Basic vocabulary cards.

PROCEDURE: Pass cards to all but one of the children. As soon as each child knows his word he holds the card up so it can be seen by the others. When all cards are in sight, the teacher pronounces a word held by one of the children. The child who has no card goes "hunting." As soon as he finds the word he reads it aloud and takes it to his chair. The child whose card has been taken is now the new "hunter."

VARIATION: This game might be used with "color" words, compound words, prefixes or suffixes.

All levels

Word Bingo

OBJECTIVE: Given a card resembling Bingo, a child learns to recognize words he has formed, when certain letters are given.

MATERIALS: Bingo cards with words instead of numbers, cards with words, beans to cover cards.

PROCEDURE: The teacher, or a child, acts as caller. All the children take a card which resembles a Bingo card with words, rather than numbers.

The caller reads words from cards, at a rather fast rate. When a person has the word on a card, he covers it with a bean, or other objects. When a child has five in a row, vertically, horizontally, or diagonally, he wins.

VARIATION: Play blackout. To win, the entire card must be covered. Use of similar words increases difficulty as does rapid speed by the caller.

Word Chain

First
—
Second

OBJECTIVE: Given word clues, students will increase listening skills and improve auditory discrimination.

MATERIALS: None

PROCEDURE: Divide students into two teams. Each team lines up behind its captain so that the teams are opposite each other in two straight lines. The teacher begins the word chain by giving the captain of the first team a word. The student listens as the word is pronounced, then he must say a word that begins with the same sound as that with which the given word ended. For example, desk--kite. Then the student on the opposite team must do the same with the new word and so on back and forth between the two teams. Note: the spelling of the word is not stressed, only the sound of the word. In the event that a student makes a mistake he must sit down, and the team with the most members standing at the end, wins.

VARIATION: The same idea could be used to improve spelling skills, having the children spell the word correctly as well as using a correct word; or it can be used to improve listening skills with words which rhyme--harm, farm, charm, alarm.

Know Your Word

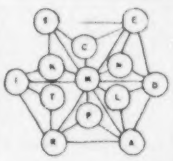
Elementary

OBJECTIVE: Given sufficient clues, both contextual and phonetic, the student identifies new vocabulary words.

MATERIALS: Word cards and tape.

PROCEDURE: Keep a record of words that are difficult for the children. Play a game with words by taping each child's difficult word on his back. In turn the child tries to guess his word. Other students provide clues until the guesser is able to write his word on the chalkboard.

VARIATION: This can be done as a spelling lesson using the words that correlate in their subject areas.



Intermediate

Wordmaster

OBJECTIVE: Given a mimeographed puzzle, students will engage in constructive word-building.

MATERIALS: Copy of ditto, as shown.

PROCEDURE: Distribute copies of the puzzle picture with space for writing words. Students are instructed to find as many words as possible by following the lines. No skips, plurals, two-letter words, foreign words, propernouns, or abbreviations are counted. The words must be in the dictionary.

Points count as follows: 3 letter word, 1 point; 4 letter word, 2 points; 5 letter word, 3 points; etc. Examples: scene, tramp, papal.

VARIATIONS: Use words instead of letters and build sentences.

Intermediate

Last Word

OBJECTIVE: Given specific clues by class members, students are encouraged to learn new vocabulary words.

MATERIALS: Word cards of varying difficulty and 2 chairs.

PROCEDURE: Two contestants (or members of two teams) sit so they cannot see a word the rest of the group can see. Each team is invited to give a synonym or definition for the word. Each contestant has a chance to guess in turn. Continue until one contestant guesses correctly. Start the game with easy words. Then include harder words calling for more precise definitions. The word cards should be made by the teacher using appropriate vocabulary for the level she is teaching.

Hot Wheels Derby

OBJECTIVE: Given specific vocabulary words, the student is motivated to attempt to pronounce the words by going around a race track.

MATERIALS: Cars, race track, word cards, and a die.

PROCEDURE: A race track is made on a large tagboard. Words to be learned are printed on cards. Each player is given a small toy car to go around the track. A die is tossed for order of beginning. Number 1 then tosses the die for his first move. He may move as many spaces as the number on the die if he can say the word on the card he draws. If he cannot say the word, he loses his turn and the next child may use his word or pick up a new one. If he decides not to use the missed word, the next player may use it. If no one uses the missed word, it is put at the bottom of the pile. When the game is over, special help is given with the words at the bottom of the pile.

Each race is one lap. The winner is the one who comes out even with the finish line first. Should a potential winner throw a six and have only four or five spaces left, he may move just one space for the word he can say. Coming out even with the finish line adds excitement to the game.

Elementary

Lollipops

OBJECTIVE: Given basic vocabulary words printed on lollipops, the student will respond to an auditory jingle to reinforce the word being learned.

MATERIALS: Paper Lollipops

PROCEDURE: Make lollipops out of various colors of construction paper. Write a word on each lollipop. Teach the children the following rhyme: "I'm selling lollipops, I'm selling lollipops, fresh sugar candy from the candy shop. I'm selling lollipops, I'm selling lollipops, no one knows where I shall stop." The leader says the rhyme as he walks around the group. If the child knows the word, he is given the paper lollipop.

Primary

Intermediate

Homonym Garden

OBJECTIVE: Given many homonyms on a game board, students will spell, pronounce, and check the words in the dictionary for additional homonymns.

MATERIALS: A game board maue like a garden with homonyms written on the walk around a pond, 1 die, and a dictionary.

PROCEDURE: Two to four players begin at one spot on the game board. They advance the number thrown on the die and spell the homonym for the word where they land. Other players use the dictionary to check the player--both for different meanings and the same pronounciation. If the player answers wrong, he must return to space where he was before. Players may choose either way around the pond. First to reach the end wins. Bonus--If the player gives two homonyms for the word, he may take an extra turn.

Primary

Put the Animals in Their Cages

OBJECTIVE: Given several pictures of labeled animals, the child correctly makes the association of the right picture and the corresponding visual symbol.

MATERIALS: Bag labeled "animals", picture of zoo with labeled cages, cards or pictures of labeled animals.

PROCEDURE: Put the bag with the animals and the zoo picture on a board. Let a child come and choose an animal from the bag, read aloud the name written under the animal on the card and place it in the cage with same name.

VARIATION: Clean Up The House - chair, table, bed, and lamp.

Puzzles

OBJECTIVE: Given pieces of the puzzle the child will learn to put the pieces together where the word family will result.

MATERIALS: 3 x 5 index cards with words of a family written on each third. Cards are then cut to make a puzzle.

PROCEDURE: Child puts together the puzzle. If done correctly, a word family will result.

VARIATIONS: The same type of activity can be used with: contractions, compound words, homonyms, antonyms, and affixes.

Primary

Synonym Bingo

OBJECTIVE: By matching synonyms, the child will gain reinforcement of words and word meanings.

MATERIALS: Synonym cards made like Bingo cards for each child, cards with words and their synonyms, and markers.

PROCEDURE: Each child is given a synonym card on which are twenty-five typed words. Each card should show some variance in words and always a different arrangement. The game is played similar to "Bingo." The caller has an envelope containing cards with a word and a synonym, for example:

sad	wealthy
doleful	rich

He draws a slip and calls the top word which is a synonym for the word on the players' cards. The caller then uses the word called in a sentence. The players look for a synonym for the called word and covers it. When a player has covered five words in a line (any direction), he calls "SYNONYM." The player calls the words back so the caller may check for accuracy. The player who SYNONYMS is the next caller.

VARIATION: Antonyms and homonyms can be used.

Elementary

Elementary

Sight Vocabulary Tapes

OBJECTIVE: Given mimeographed sheets and a recording of basic sight words, the child will improve sight vocabulary in a novel way.

MATERIALS: Tape recorder, teacher made tapes, and mimeographed sheets.

PROCEDURE: Teacher makes tapes of a list of basic sight words. Put 20 words on a duplicated sheet which are numbered. She asks the child to find number_____. Then she tells the child the word, has him repeat it, and spell it. He then writes the word as the teacher spells it. The teacher asks the child to pronounce the word again. Then the teacher repeats the word and spells it with the child.

Elementary

The Dart Game

OBJECTIVE: Given darts and board, students will successfully learn new vocabulary through predetermined clues found on teacher - prepared cards.

MATERIALS: Dart board and darts, numbered cards from 1 thru 20, with words, instructions, or whatever skill wishing to be stressed written on the back of the cards.

PROCEDURES: Each player gets 3 darts to throw. The number that he hits on the dart board determines the card numbers he works. When he can do the work on the card successfully, he writes his name on the back of the card.

The cards have a variety of things to do on them. For example, there might be 10 words for him to pronounce; directions telling him to look out the window and tell what he saw or to get a certain book from the book shelf. Assignments should be short.

The materials or instructions will be determined by the ability of the children. Cards may be added any time during the year. It will be necessary if this game is used often.

This can be used as an individual game or as a team game for competition.

VARIATION: This could be used for: Making stories from pictures; making other words from root words; reading riddles.

The "Light" of Knowledge

Intermediate

OBJECTIVE: Given vocabulary words on one side of the electrically-wired board and definitions on the other, the student will make the correct response, simultaneously lighting the board.

MATERIALS: A piece of plywood, wiring, a battery, small bulbs; so wired that a correct response lights the bulbs.

PROCEDURE: This exercise works like a matching test. The student touches a wire to the contact on the left and to the contact for a response on the right. If he has the right combination, the bulb lights.

The following are some of the stimulus-response situations one could use: vocabulary on one side and definitions on the other; reading questions on one side and answers on the other; math problems and answers; synonyms and antonyms; and words with the same vowel sounds.

The Word Bank

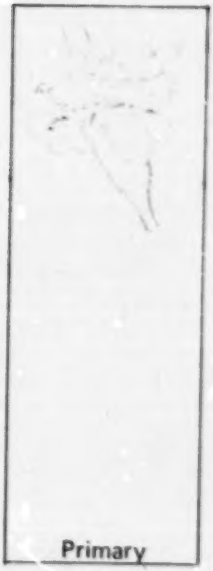
Primary

OBJECTIVE: Given a set of ten known words, the child will arrange them in alphabetical order.

MATERIALS: A file or recipe box, a set of 3 x 5 cards, sentence strip cut to fit box.

PROCEDURE: As soon as the child begins reading the first primer, he begins to build a word bank. These words are written in sets of 10 and are done as a directed handwriting lesson. Later, the child puts words in "ABC" order. He keeps them in his desk for ready use. Two or three times a month he adds to his file. At the end of the year he has many, many words and has learned important skills also.

VARIATION: Word banks are used to write creative stories independently at board or desk. The child does not need to ask the teacher how to spell a word but has it at his disposal.



Primary

Vocabulary Development

OBJECTIVE: Given numerous items to be correctly identified by the sense of touch, vocabulary skills are developed.

MATERIALS: Many odds and ends-small objects that a child can grasp. (Buttons are excellent.) Blindfold for child.

PROCEDURE: All objects are placed in a big sack. Each child is blindfolded before he reaches in and picks out an object. He describes the object by his sense of touch. A surprising amount of words will be mentioned by the time a class has done this. Keep a printed list of all words derived from the exercise for use in creative writings.

VARIATIONS: Make sentences, stories, and rhymes, from this store-house of words. Much vocabulary enrichment will be the reward.

First
—
Second

Vocabulary Fun

OBJECTIVE: Given a large sheet of paper for the purpose of keeping a chart, all new words learned by the students are posted daily.

MATERIALS: Large sheet of blank paper and chalkboard.

PROCEDURE: At the beginning of each week have one large sheet of blank paper on the chalkboard. As a new word is counted, write it on the large piece of paper, thereby making a chart. Every day review the chart as a different child reads and explains the words. Many creative activities could follow by using these words daily.

VARIATION: For variation, letters or sentences could be written on the chart.

Vocabulary Parchesi

Elementary

OBJECTIVE: Given vocabulary words in a game situation, the student will be motivated in learning new vocabulary in this unusual method.

MATERIALS: A commercial parchesi board or one made by the children.

PROCEDURE: Tape new vocabulary words in each of the "steps" leading to home. Spin the wheel, then take the desired number of steps indicated. Whatever step the child lands on, the child must pronounce the word correctly, or return to the starting point. The first child to reach HOME is the declared winner.

VARIATION: Any desired vocabulary building can be put on this game board.

Word Train

First

OBJECTIVE: Given a paper train with word cards attached, students can be taught to reinforce the word recognition skill.

MATERIALS: Train, daily word cards.

PROCEDURE: Make a large train out of colored tag board. Have several cars. Cut slots in various places throughout the train. At the beginning of each reading period, select a variety of word cards, using known as well as a few unknown words and put them into the slots. Each child takes a turn saying each word to see if he can complete the train by saying all the words.

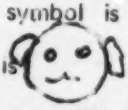
VARIATION: This reading word game can be transferred into math words or concepts, social studies words, science words, and others.

Vocabulary Practice Game (Tic-Tac-Toe)

Primary

OBJECTIVE: Given a Tic-Tac-Toe diagram, students have the opportunity to practice the new vocabulary words and their definitions.

MATERIALS: Blackboard - vocabulary words.

PROCEDURE: Introduce or review words. Draw large tic-tac-toe diagram. Choose two teams - one team's symbol is and the other team's symbol is 

Call on one child in a group, - point to a word. He must identify the word and its meaning - or use it in a sentence. If correct, he gets to draw his symbol in one of the boxes. First team to get tic-tac-toe wins.

VARIATION: Using the same procedure - change the diagram on the board to a horse race track; a football field or a baseball diamond.

WORD DRILL

A Magic Box

OBJECTIVE: With the use of a "Magic Box" a child will be able to help himself in learning words where he feels he needs more help.

MATERIALS: Small box, construction paper, glue, markers.

PROCEDURE: Each child makes his own Magic Box. He puts his secret magic things inside. One child may make tiny sound cards. Others may make tiny word-picture cards. This has been a real boost to those who need some extra practice in an area where they are weak.

VARIATION: Some may have magic number or letter thumbnail size cards inside their magic box.

Primary

Primary

Be a House Builder

OBJECTIVE: With the use of peg board, a child will keep a record of his correct responses.

MATERIALS: Peg boards and pegs.

PROCEDURE: To add interest to word drill in reading or facts in mathematics, use this simple activity. On the peg board, draw the outline of a house with chalk. The holes are numbered for sequence. For each answer the child calls correctly, he puts a peg in the right sequence. Hopefully he can fill all the holes of his outline.

VARIATION: The shapes of the outline could be seasonal or in the shape of a letter, word, or number.

Primary

Build a Flower

OBJECTIVE: Given appropriate phonemes on flower pots and construction paper petals, children will learn to build words through substitution of initial consonants.

MATERIALS: A ditto flower pot and petals made from construction paper.

PROCEDURE: The child is given the flower pot on which is written a family name such as "at". He is also given a number of petals. He is asked to write a word on a petal by adding an initial consonant to the family name written on the pot. This device is designed to see how many words he can add.

Feeding Bozo

Primary

OBJECTIVE: Given predetermined vocabulary flash cards, the student will be encouraged to learn new words through visual discrimination.

MATERIALS: Clown, flash cards.

PROCEDURE: A game that can be used to review words or phonetic principles introduced. The teacher passes a word card to a child. The child feeds the clown as he identifies the word. If the word is correct, it is allowed to pass through the clown's mouth; if not, the child standing behind the clown sends it back to the child. He in turn, gives it to another child.

VARIATION: To make the game more attractive, write the words on candy bars.

Fun House Game

Elementary

OBJECTIVE: Given a fun house game board, a spinner, word cards, and numbered tiles, children will be given motivating practice in decoding words on reading levels commensurate with their abilities.

MATERIALS: Tagboard chart, spinner, tiles (numbered for order in which to take turns), word cards.

PROCEDURE: Children draw tiles to determine the order of turns in a game such as first, second or third. First child spins the spinner to see how many words he must be able to decode. A spin of one means the child should decode one word to move one step. A spin of two means he should decode two words and move this marker two spaces. Play proceeds to the child who is second and on around to each player. Players move to the fun house and back again to complete the game.

NOTE: Children may spin for order of play if no tiles are available.

First
—
Sixth

Lingo

OBJECTIVE: By the use of a game approach, children will be aided in word recognition or word definitions.

MATERIALS: A piece of paper that has been divided into 16 squares for each child. Small squares to cover words.

PROCEDURE: Teacher writes one word at a time on the board; the children pronounce it (and discuss meaning if this is the purpose). Players choose one square in which to write the word. (Tell each person his should be different from all others in room.) Proceed with 15 more words in like manner. When finished filling squares, pass out cover-up squares. The teacher or leader may begin by calling any word, and putting an X next to it on the board; continue choosing words until someone calls out "lingo" (4 in a row). Winner must call his 4 back to leader to check correctness. Winner then becomes the new leader.

VARIATION: Use words with a particular vowel sound, color words, number words, or words that all begin with same consonant sound or blends.

Primary

Look and Say

OBJECTIVE: Given specified words or phrases, children will develop speed in instant recognition.

MATERIALS: Chalkboard, chalk and construction paper.

PROCEDURE: Tape a large (12" x 18") sheet of construction paper to the chalkboard. Have the children close their eyes while the teacher writes a word on the board under the construction paper. Have children open eyes, uncover word and count to three, then cover. Children volunteer to tell the word or phrase. Erase and repeat.

VARIATION: Begin with one word for speed and recognition, go to two words for speed and recognition and go to phrases for phrase reading instead of word for word reading.

Naming Objects

Primary

OBJECTIVE: Given many objects throughout the room which are identified, the child will be able to put the corresponding word on the original object.

MATERIALS: Several cardboard squares, magic marker, tape.

PROCEDURE: Write words which represent items in the room on the cardboard squares. Put tape on the back of the squares so that it will adhere to the various objects for identification. Then tell different students to put the cards on the correct objects throughout the room.

Who Has It?

Primary
or
Deaf
Education

OBJECTIVE: Given random vocabulary cards, the student will be able to identify the cards, keeping only those correctly identified.

MATERIALS: Flashcards with vocabulary words.

PROCEDURE: Pupils take single card from pile, face down, not showing anyone (including teacher); teacher asks for word and child having proper word holds up card; if he's right he may keep card and draw another, if not, he must put the word in his notebook for later reference and return the flashcard to the bottom of the pile. Child with most cards wins.

VARIATION: May use pictures instead for reading readiness or more difficult words or phrases for intermediate grades.

Primary

Password

OBJECTIVE: Given a specific password, the children will learn a specific word or concept through repetition.

PROCEDURE: The word may be a number, a letter, a new vocabulary word, a question and so on. Each time a student leaves or enters the room he must give the password to the doorman for the day.

VARIATION: Have the children whisper the word to the teacher.

Primary

Color - Word Identification

OBJECTIVE: Given a large bear with many pockets, the child will identify color words by placing them in the correct pocket.

MATERIALS: Bear with pockets on coat, slips with color names.

PROCEDURE: The little brown bear (cut from cardboard) has many pockets on his coat. Each pocket is a different color. The children match the color-name, written on a slip of paper, with the pocket on the coat. They place the piece of paper in the correct pocket.

VARIATION: The pockets could have the color-name written on the outside, and the children could place colored paper in the matching pocket.

Reaching for Something

Elementary

OBJECTIVE: Given any set of vocabulary flash cards, the student will reach his hand in the pumpkin, pronounce the word, and give its definition.

MATERIALS: Poster paper pumpkin, envelope, words.

PROCEDURE: Cut a slit large enough for a child to put his hand through the pumpkin face. Attach an envelope to the back of the pumpkin for vocabulary words. The child will reach his hand into the pumpkin, get a word, pronounce it and use in a sentence.

VARIATION: This can be adapted to any holiday.

Words That Grow

Primary

OBJECTIVE: Given a puzzle form, students will learn to develop word building skills.

PROCEDURE: Use a square divided into 16 equal parts. Begin the puzzle with a one - or two - letter word. The object is to make a longer word by adding just one letter to either end of the word in the previous row. Pupils may work individually or take turns.

	A					A		
	A	N				A	T	
	A	N	D			A	T	E
S	A	N	D		G	A	T	E

Elementary

Concentration Game

OBJECTIVE: Given prepared cards containing certain visual symbols, the student will develop and strengthen skills in visual memory, learn to match, associate words with pictorial symbols, or associate words with simple definitions.

MATERIALS: Pictures (drawn or cut from magazines), words, and simple definitions on small index cards.

PROCEDURE: This activity may be done in pairs or in small groups. Depending upon the level of ability, the children may do any one of the following: match pairs of pictures; match pairs of words; match pictures to corresponding words; match words to corresponding definitions. The set of paired cards is shuffled, and each card is placed face down. (The number of cards used for each game will depend upon the ability level of the children. The number should gradually be increased with improved proficiency of the task.) One child begins by turning over two cards and reading them aloud. If they match or correspond, he gets to retain the pair for scoring purposes and then he has an additional chance to find another pair. If, however, he is unable to get a pair during his turn, he must return the cards to their original positions, trying to visually remember the placement of each. It is then the other player's turn. Scores may be kept of the number of pairs each player has obtained during the game.

NOTE: When matching words to corresponding pictures or to definitions, separate groupings may be helpful. For example, all pictures could be placed at random in a group on the left, while all corresponding words could be in a group on the right.

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